

MICHIGAN DEPARTMENT OF EDUCATION

December 16, 2002

2002-2003 READING FIRST GRANT ANNOUNCEMENT

This application packet includes:

- Grant Announcement
- Part I General Information
- Part II Additional Information
- Part III Review Process Information
- Part IV Application Information, Instructions, and Review Criteria
- Application Checklist
- Application Form IM-02-61

NATURE OF ACTION REQUESTED: X VOLUNTARY

The Department of Education is pleased to announce the new 2002-2003 Reading First grants. The grants are supported through the No Child Left Behind Act of 2001. The Reading First grants provide approximately \$22,778,975 each year for FY 2002, FY 2003, and FY 2004 to eligible local education agencies to establish research-based reading programs for students in kindergarten through third grade who are not achieving in reading. Criteria for the 2002-2003 Reading First grants were approved by the State Board of Education at its meeting on April 11, 2002. The grants will be awarded through a competitive application process.

The grant application for the 2002-2003 Reading First grants, containing the necessary forms and instructions for completing the application, is available on-line at <http://www.michigan.gov>. The applicant should select "Education and Career Development" from the left side menu. At the next page, "Administrators" should be selected, and then on the far right side under the Administrator's Quick Links, "MDE Grants" should be selected, bringing you to the "Grants and Finances" page, and then locate "2002-2003 Reading First Grant." Completed applications **must be documented by delivery agent for delivery on or before February 28, 2003**. An original and four (4) copies (for a total of five) of the complete application must be submitted at that time.

Questions regarding the 2002-2003 Reading First grants may be directed to Faith Stevens, English Language Arts Consultant, (517) 241-2479 or at stevensf@michigan.gov.

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**MICHIGAN DEPARTMENT OF EDUCATION
CURRICULUM LEADERSHIP UNIT APPLICATION FOR
2002-2003 READING FIRST GRANTS**

PART I. GENERAL INFORMATION

INTRODUCTION

The purpose of Reading First is to ensure that all of America's children learn to read well by the end of third grade. It has long been recognized that teaching young children to read is the most critical educational priority facing this country. This is an area where some of the best and most rigorous scientifically based research is available. The Reading First grants will help districts apply this research – and the proven instructional and assessment tools consistent with the research – to teach all children to read. By effectively teaching all children to read well by the end of third grade, we ensure that all students advance to later grades well prepared to achieve their full academic potential.

The Reading First grants will provide the necessary assistance to districts to establish research-based reading programs for students in kindergarten through third grade. Reading First funds will also be focused on providing professional development to ensure that all teachers, including special education teachers, have the skills they need to effectively implement these programs. Additionally, the grants provide assistance to districts in preparing classroom teachers to effectively monitor the reading progress of students, identify children who are at risk of reading failure, and provide instruction to meet the needs of students.

Quite simply, Reading First supports methods of early reading instruction in classrooms that are proven effective by scientifically based reading research. The grants provide assistance to districts in selecting effective instructional materials, programs, learning systems and strategies to implement proven methods to teach reading. Reading First also provides assistance for the selection and administration of screening, diagnostic and classroom-based instructional reading assessments with proven validity and reliability, in order to measure where students are and monitor the progress that they make.

Reading First provides an opportunity for eligible districts to implement reading programs that help all students achieve reading mastery by the end of third grade. The grants, by design, specifically support districts to ensure teachers learn about scientifically based reading research, implement programs that are based on this research, and use rigorous assessments with proven validity and reliability that effectively screen and diagnose all students to better focus on their students' individual needs.

Reading First focuses directly on instruction in the ***regular classroom*** as the most important teaching venue for early readers. Reading First does not aim to remediate small sub-groups of children in pull-out programs, or to provide instruction in any setting outside the main classroom environment. Reading First seeks to embed the essential components of reading instruction into all elements of the primary, mainstream K-3 teaching structures of each eligible district.

Scientifically based reading research has identified five essential components of reading instruction as phonemic awareness, systematic phonics, vocabulary development, oral reading fluency, and comprehension strategy instruction. This research demonstrates that children need to master skills in these five inter-related areas in order to become proficient, successful readers. Reading First focuses instructional methods and materials, assessments and professional development in these key areas. Programs funded under Reading First will have to demonstrate their ability to address these components in a comprehensive and effective manner.

GRANT PURPOSE

The purpose of Reading First is to ensure that all of America's children learn to read well by the end of third grade. The Reading First grants will provide the necessary assistance to local education agencies to:

- Establish scientifically research-based reading programs for students in kindergarten through third grade;
- Focus instructional methods and materials, assessments and professional development on the five essential components of reading instruction: phonemic awareness, systematic phonics, vocabulary instruction, oral reading fluency, and reading comprehension instruction;
- Focus on providing professional development to ensure that all K-3 teachers, including K-12 special education teachers, have the skills they need to effectively teach these programs;
- Focus directly on instruction in the **regular classroom** as the most important teaching venue;
- Prepare classroom teachers to effectively monitor the reading progress of students, identify children who are at risk of reading failure, and provide appropriate instruction to meet the needs of students through the use of screening, diagnostic and classroom-based assessments;
- Support best practice in methods of early reading instruction in classrooms that are proven effective by scientifically based reading research; and
- Select effective instructional materials, programs, learning systems and strategies to implement proven methods to teach reading.

PRIORITY FOR FUNDING

The State Board of Education has adopted as its strategic goal, "Attain substantial and meaningful improvement in academic achievement for all students, with primary emphasis on chronically underperforming schools." Reading First assists with this goal and addresses four Strategic Initiatives to implement this goal:

- Ensuring Excellent Educators;
- Elevating Educational Leadership;
- Ensuring Early Childhood Literacy; and
- Integrating Communities and Schools.

Professional development is a key component of the Reading First initiative, both for teachers and administrators. The purpose of Reading First is to ensure that all of America's children read well by the end of third grade, and the theme of this initiative is "no child left behind." Additionally, collaboration among many programs is emphasized, including family literacy providers and parents. Priority will be given to local education agencies (LEAs) that demonstrate a clear need. In addition, LEAs must demonstrate a commitment from administrators, specialists, and teachers to implement the Reading First grant and sustain students' learning over time.

ELIGIBLE APPLICANTS

Federal guidelines state that Reading First subgrants must be of sufficient size and scope to enable eligible local education agencies (hereafter referred to as LEAs) to fully implement programs to improve reading instruction. In this document school districts and public school academies are referred to as local education agencies. Eligible LEAs are those in the state that have both the highest number or percentage of students reading below grade level and have significant numbers or percentages of children from families with incomes below the poverty line. In order to provide adequate funding to the most needy LEAs, those with at least 50 students or 40 percent of students scoring in the low category on the 4th grade MEAP for two of the last three years will be eligible.

In addition, LEAs must meet one of the low-income criteria specified in the federal law:

- LEAs with geographic areas that include Empowerment Zones or Enterprise Communities; **or**
- LEAs that have 1,000 or more students or 15 percent or more students who are from families with incomes below the poverty line; **or**
- LEAs with at least eight buildings or 50 percent of their buildings in school improvement status.

A list of eligible LEAs is provided in Attachment A found on page 36. Federal statute requires priority to be given to LEAs that have at least 15 percent of the students served by the eligible local education agency from families with incomes below the poverty line, or at least 6,500 of the children served from families with incomes below the poverty line. Additional priority will be given to LEAs with 30 percent or more students from families with incomes below the poverty line. Priority will also be given to LEAs that have demonstrated established leadership, commitment to improving reading achievement, and the ability to leverage existing reading initiative components for maximum effect. A consortium of eligible applicants may apply, but each member of the consortium must be an eligible local education agency.

TARGET POPULATION TO BE SERVED BY GRANT

Eligible LEAs must select which eligible school buildings will receive services for students in kindergarten through grade three, and rank order them in terms of need. Reading First funds are designated for activities to improve reading achievement for students in kindergarten through grade three who attend persistently low-performing school buildings with high concentrations of poverty or school buildings that are in school improvement status.

GRANT RANGE AND FUNDING LIMIT

Funds for Reading First will be awarded to states by a formula similar in nature to Title I funding practices. The total estimated amount available for Reading First LEA grants is \$22,778,975 per year for up to six years. Funds will be awarded on a competitive basis to eligible local education agencies based on the criteria listed above. The grant application will include a formula based on the February count of the previous year for determining the level of funding available for each eligible building. It is anticipated that grants will range from \$112,500-\$600,000 per building, depending on the number of children served. The estimated per pupil allocation is \$750 for year one and \$525 for years two and three.

LENGTH OF AWARD

A Design for the Six-Year Funding Period

Michigan will divide the six-year funding period into two three-year phases. Eligible LEAs will be notified that they may submit applications on behalf of the eligible school buildings in their districts. **Phase 1** (Summer 2002 to Summer 2005) has been broken into two phases, Round 1 and Round 2. For Round 1, the state accepted applications for grants from eligible LEAs in the summer of 2002. Only those LEAs whose Reading First plans were sufficiently developed so that they could readily be implemented in the 2002-2003 school year were approved and received their funds after August 12, 2002. The first group of LEAs implementing Reading First will be known as Cohort 1. LEAs whose plans were promising but needed additional work had their reviewer comments returned and are encouraged to reapply for the February 28, 2003 Round 2 application date. Other eligible LEAs who were unable to put together an application for the first round will be permitted to submit applications in February 2003. LEAs that have approved applications after February 2003 will be designated as Cohort 2 and will receive funds to start their Reading First plans for the spring of 2003.

Phase	School Year	Reading First Schools Within Eligible LEAs	Reading First Schools Within Eligible LEAs
Phase 1	2002-2003	Cohort 1	---
	2003-2004	Cohort 1	Cohort 2
	2004-2005	Cohort 1 finishes	Cohort 2 finishes
Mid-Point Progress Report			
Phase 2	2005-2006	Cohort 3	
	2006-2007	Cohort 3	
	2007-2008	Cohort 3	

In **Phase 1**, LEA school buildings were encouraged to start their programs in the fall of 2002. These school buildings will have three years to build successful, sustainable Reading First (RF) programs. After February 2003, a second application round will be reviewed with the same review criteria established for Round 1. Qualified applications from the winter 2003 review will be able to draw down RF funds in spring 2003 to review materials, secure a Reading First Literacy Coach (see page 22), and plan. The school buildings that start in the fall of 2003 will have two years to build such programs. (See Evaluation for Continuation on page 7.)

In the fall of 2004, the Michigan Reading First Management Team will make recommendations to the Reading Leadership Team of new eligible LEAs for Phase 2 based on state and federal eligibility criteria. Eligible LEAs will be invited to submit grant applications for RF funds in the winter of 2005. LEAs funded in **Phase 1** who are still eligible may reapply for funding in **Phase 2**. LEAs whose RF plans meet all criteria and receive the highest priority scores will be recommended for funding for **Phase 2** (2005-2008) if they successfully meet the evaluation criteria listed on page 7.

This design for Michigan's Reading First plan has several noteworthy features: (1) By breaking the six-year funding period into two phases, it is hoped that the funding and state support for developing school programs in reading will be more widely disseminated than if eligible districts were given full funding for a five- or six-year period. On the other hand, it is realized that at least two years are needed to make sure that RF plans are well established in schools that have large percentages of children underachieving in reading; (2) In Phase 1, students' reading achievement, particularly of those students most in need of improvement in reading, will be closely monitored. A Mid-point Progress Report for **Phase 1** grantees (Cohorts 1 and 2), at the end of year three (2004-05), will identify the school buildings that have made significant gains in reading from 2003 to 2005. This information will be used by the Reading Leadership Team to identify those school buildings whose practices are well established and whose school leadership and parental support give promise of continued success in reading instruction. School buildings that demonstrate significant progress will be designated as model schools. (3) This design allows for comparison of the progress made by the three cohorts that receive funding. In this way, the state can assess the relationship between years of funding, RF support, and reading achievement among LEA schools.

The Michigan Reading First Management Team will evaluate the progress of the children who are members of RF classrooms through the fifth grade on achievement scores of the Iowa Test of Basic Skills. This design allows us to examine the reading achievement of RF children not only at the end of a given year, but also across years. RF students' performance on the MEAP English Language Arts assessment in the RF schools will also be monitored in grades 4 and 7 as part of the ongoing longitudinal evaluation.

Phase 1—Cohort 1

Year	RF class				Follow-up	
1	K	1	2	3		
2	K	1	2	3		
3	K	1	2	3	4	5
4	K	1	2	3	4	5
5	K	1	2	3	4	5
6	K	1	2	3	4	5

Phase 1—Cohort 2

Year	RF class				Follow-up	
1	K	1	2	3		
2	K	1	2	3		
3	K	1	2	3	4	5
4	K	1	2	3	4	5
5	K	1	2	3	4	5
6	K	1	2	3	4	5

Phase 2—Cohort 3

Year	RF class				Follow-up	
1						
2						
3						
4	K	1	2	3		
5	K	1	2	3	4	5
6	K	1	2	3	4	5

Evaluation for Continuation

Throughout each year, the reading performance of the students in grades K-3 will be evaluated to determine whether the RF program is leading to greater success in reading with more children on or above grade level. We will determine whether: (1) RF instructional plans are being implemented appropriately in K-3 classrooms; and (2) whether the students are making adequate progress.

Administrators of those school buildings that are implementing RF programs effectively, but whose students are still not making adequate progress at the end of the school year, will have an opportunity to describe possible reasons for their lack of progress and suggest methods for improving the reading achievement of students in the school. Information provided through regular reports from the Reading First Facilitators will be available for the Reading First Management Team in regard to the progress of the RF school buildings. If the Michigan Reading First Management Team determines from the school buildings' self-evaluation, assessment data, and the RF Facilitators that the RF school building is making a good effort, the school will be allowed to continue to develop its RF plan with improvements for the following year.

A second consecutive year of inadequate progress and/or noncompliance with RF assurances will lead to removal of the financial support provided by RF funding. For example, if an eligible LEA has a total of 20 elementary buildings serving K-3 students, and only five of those school buildings are eligible for Reading First funds because they serve the lowest performing population in highest poverty, each of those five school buildings must demonstrate adequate progress in reading achievement. If two of the five school buildings fail

to make adequate progress for two consecutive years, the LEA's funding will be cut and only the three successful school buildings will be eligible for continued funding through Reading First.

REJECTION OF PROPOSALS

The Department of Education reserves the right to reject any and all proposals received as a result of this announcement and will do so if the proposal does not adhere to funding specifications or application preparation instructions.

CLOSING DATE AND DELIVERY ADDRESS

Due to current security measures, **THIS GRANT APPLICATION MAY NOT BE HAND-DELIVERED.** The ORIGINAL application bearing ORIGINAL signatures and FOUR (4) COPIES (for a total of five) of the complete application **must be documented by delivery agent for delivery on or before February 28, 2003.**

Acceptable packaging and mailing procedures are:

- **The postmark or other mailing validation must be documented by delivery agent for delivery on or before February 28, 2003.** The original grant and copies should be enclosed in a sealed envelope within the mailing package. A completed checklist must be attached on the top of the inside envelope for appropriate check-in by the unit secretary. If the applicant used a delivery service, the **dated receipt** for delivery service must be available to **validate the February 28** postmark requirement.
- When the grant application is received, the check-in form on the front of the application package will be signed by the appropriate MDE personnel and then faxed to the applicant to verify receipt of application and participation in the competitive process at MDE. **The applicant is responsible for contacting Faith Stevens at (517) 241-2479 or stevensf@michigan.gov by March 4, if the applicant does not receive a faxed copy of the signed check-in form.**
- In case of a late delivery of the grant application, verification of appropriate delivery efforts will be required to participate in the competitive grant process.

Applications sent by mail should be addressed to:

U.S. POSTAL SERVICE

Michigan Department of Education
Office of School Excellence
Curriculum Leadership Unit
P. O. Box 30008
Lansing, Michigan 48909
ATTN: Faith Stevens

OVERNIGHT/EXPRESS

Michigan Department of Education
Office of School Excellence
Curriculum Leadership Unit
Hannah Bldg. – 4th Floor, E-19
608 W. Allegan Street
Lansing, Michigan 48933
(517) 241-2479
ATTN: Faith Stevens

No facsimile transmissions will be accepted. Late application, an application submitted by facsimile, or an application submitted, but not in accordance with the application preparation instructions (below), will not be accepted and will be returned to the applicant **without review.**

APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING

Applications should be prepared simply and economically, with the narrative portion of the proposal **no more than 20 pages in length, with a font no smaller than Times 12 point**. All application pages must be securely stapled. Special bindings and binders should not be used. Support documents are not counted in the 20-page limit. Supplementary materials such as commercial publications and videotapes will not be reviewed and will be returned. **Incomplete applications will not be reviewed, or applications exceeding the page limitation or specifications will receive a reduction in points.**

ACKNOWLEDGEMENT

All publications, including reports, films, brochures, and any program material developed with funding from this program, must contain the following statement: **“These materials were developed under a grant awarded by the Michigan Department of Education.”**

NON-DISCRIMINATION AND OTHER COMPLIANCE WITH LAW

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination, with all requirements and regulations of the Michigan Department of Education, all appropriate state and local licensing laws if applicable, and with all other state and federal requirements and regulations pertaining to these funds. See page 1b of the Application.

AMERICANS WITH DISABILITIES ACT

The Michigan Department of Education is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this grant program are invited to contact the Department for assistance.

AVAILABILITY OF APPLICATION

The application packet is available via the MDE home page at: <http://www.michigan.gov/mde>. The applicant should then select “Education” from the left side menu. At the next page, “What’s New for Educators” should be selected, and then on the far right under the Quick Links, “MDE Grants” should be selected, bringing you to the “Grants and Finances” page, and then locate “2002-2003 Reading First Grant.” To print the material, an Adobe Acrobat Reader is needed. This free software can be accessed on the Web at: <http://www.adobe.com>.

WHERE TO OBTAIN ASSISTANCE

The Michigan Department of Education issues the instructions contained in these materials, which is the sole point of contact in the state for this program. Questions regarding applications should be directed to Faith Stevens, Curriculum Leadership Unit, at (517) 241-2479, or stevensf@michigan.gov.

APPLICATION PRE-PROPOSAL CONFERENCES

The following technical assistance grant component conferences will be held:

DATE: Jan. 13, 2003—Regional Assistance for LEAs in Mid Michigan
TIME: 9:00 a.m.-12:00 p.m.
PLACE: Holiday Inn Express-Okemos
2187 University Park Dr., Okemos, (517) 347-6690

DATE: Jan. 14, 2003—Regional Assistance for LEAs in West Michigan
TIME: 9:00 a.m.-12:00 p.m. (additional time by appointment)
PLACE: Kalamazoo Regional Educational Service Agency
1819 E. Milham Ave., Portage, (616) 385-1500

DATE: Jan. 16, 2003—Regional Assistance for LEAs in Southeast Michigan
TIME: 9:00 a.m.-12:00 p.m. (additional time by appointment)
PLACE: Wayne RESA-Dearborn
33500 Van Born Rd., Wayne (734) 334-1300

DATE: Jan. 22, 2003—Regional Assistance for LEAs in East Michigan
TIME: 9:00 a.m.-12:00 p.m. (additional time by appointment)
PLACE: Saginaw Intermediate School District Transitions Center
3860 Fashion Square Blvd., Saginaw, (989) 399-7473

Superintendents, Business Managers, Curriculum Directors and Key Literacy Coordinators should attend. **Please RSVP for the Pre-Proposal Conferences** by e-mailing Allena Tapia at tapiaa@michigan.gov or phone (517) 241-4970.

PART II. ADDITIONAL INFORMATION

The following requirements apply to the process used by the Michigan Department of Education in awarding the Reading First grants.

FUNDING PROCESS

The Michigan Department of Education will make the Reading First grants available through a competitive process.

PAYMENT SCHEDULE

All recipients are required to request funds, as needed to pay bills, from the Michigan Department of Education. The Michigan Department of Education, Office of Financial Management and Administrative Services, has developed a system that allows grant recipients of federal and state grants to report expenditures and request cash via the Internet.

FINANCIAL REPORTING

A final expenditure report (Form DS-4044) will be required for all projects. The final report is due within 45 days of the ending date of the project. It is expected that programs have standard account audits completed prior to the submission of the DS-4044. LEAs that receive more than \$300,000 in federal funds are subject to the Circular A133 audit requirements.

CONTINUATION OF FUNDING

The 2002-2003 Reading First grants are expected to be the first year of a two-year cycle of funding, pending continued appropriations. Applicants will describe a **two-year project**, but provide a formal budget only for the FY 2003 funds. Projects reporting a successful first year will be asked to provide a continuation application and budget for the second year. LEAs will be required to detail how they spent year one funds in a year-end report, and will continue to detail all expenditures in budget proposals for subsequent years. All grant recipients who receive \$300,000 or more in federal funds from all sources are required to have an audit performed in compliance with the Single Audit Act. *(Effective November 1996.)*

PERFORMANCE REPORTING AND MONITORING RESPONSIBILITIES

An annual Narrative Summary Report will be required of all LEAs awarded funds under this grant. The report must address: the attainment of the project objectives; the project's impact on improving pupil scores on standardized tests and assessments; selection and administration of instructional reading assessments; selection and implementation of a scientifically based reading program; selection and implementation of scientifically based supplementary instructional materials; professional development for teachers of K-3 and special education teachers of K-12; evaluation strategies; and access to reading materials.

In making continuation awards to LEAs, Michigan will assess the progress each LEA has made in improving student reading achievement and implementing the program outlined in its original grant. The Michigan Department of Education will select an entity to develop and implement a comprehensive program evaluation of the Reading First grants. All funded projects will be required to participate as requested in the evaluation. Data will also be collected about students participating in the program. All grantee districts must participate in the data collection.

PART III. REVIEW PROCESS INFORMATION

REVIEW PROCESS

All applications will be evaluated using a peer review system. Award selections will be based on merit and quality, as determined by points awarded for the Review Criteria section and all relevant information. The enclosed rubrics (found in Application Information Instructions, and Review Criteria for the 2002-2003 Reading First grants) will be used as a rating instrument in the review process. All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's action.

All proposals will be evaluated according to the review criteria provided in the rubrics in Part IV. Applicants may wish to refer to the Department of Education's "Proposal Development Guide" for additional assistance in developing their proposals. This guide will be found at: <http://www.michigan.gov>. After accessing the Michigan Department of Education web site, click "Grants and Finances," and then click on "Proposal Development Guide" to access the guide.

The maximum score for the application is 270 points.

ADDITIONAL REVIEW FACTORS

In addition to the review criteria in Part IV, the State Superintendent of Public Instruction may apply other factors in making funding decisions, such as: (1) geographical distribution; (2) duplication of effort; (3) duplication of funding; and (4) evidence that an applicant has performed satisfactorily on previous projects.

GRANT REVIEWERS

The Michigan Department of Education has designated a panel of peer reviewers who have knowledge of scientifically based reading research and extensive knowledge of Reading First requirements. The panel will consist of one expert from a university who is knowledgeable in scientifically based reading research; one representative from the Michigan Department of Education (from the Office of School Excellence, the Office of Field Services, Early Childhood and Parenting Programs, or from the Office of Special Education); one representative from a community partnership; and one representative from an intermediate school district or local education agency. In addition, this review panel will attend a training session prior to reviewing proposals and will use a consensus process to enhance reviewer reliability of the final score. Persons involved in the development of a proposal or associated with a district submitting a proposal may not serve as readers.

PART IV. APPLICATION INFORMATION AND INSTRUCTIONS AND REVIEW CRITERIA FOR THE 2002-2003 READING FIRST GRANTS

Page(s) – Form IM-02-61

1	Application Cover Sheet (Part A)
1a	Consortium Activities
1b & 1c	Assurances and Certifications
2	Project Abstract (Part B)
3-4	Chart C1-a
5-6	Chart C1-b
7-8	Chart C2
9	Chart C3
10	Chart C4
11	Grant Budget Approval Form (Part D)
12	Principal/Management Declaration
13	Union Declaration
14	Library Survey

APPLICATION REVIEW AND APPROVAL

All applications will be reviewed and rated by the staff of the Michigan Department of Education and outside readers. Applications must address all of the identified criteria and contain all of the requested information. Only those proposals meeting all the identified criteria, and not exceeding the total amount of funds available for each grant program, will be recommended for funding to the State Superintendent of Public Instruction. Applicants will be notified in writing of the status of their applications.

REVIEW CRITERIA

All applicants will be evaluated on the basis of the criteria described in this section. Narrative sections of the applications should address each criterion. **Applications are not to include pamphlets, handbooks, reports, brochures, news articles, folders, binders, dividers, etc.** Two hundred seventy is the maximum score that can be accumulated for this application, and the value assigned for each section is indicated. Points will be deducted for any proposal narrative that exceeds the 20 written pages allowed in Part C.

Part A - Application Cover Sheet/Application (Page 1 of the Application)

The local education agency submitting the application must be fully identified as well as the contact person for this program. All boxes are to be appropriately completed. The application requires an **original signature** of the superintendent or director of the LEA. Rubber stamps and copies are unacceptable.

Certification for Participation in Cooperative Project—Consortium Activities (Page 1a of the Application)

This page must be included with the application packet if LEAs are forming a consortium. One member of a consortium may not operate as a fiscal agent for any other members. Each member of a consortium must receive its own allocation of Reading First funds. Copy extra forms as needed.

Assurances and Certifications (Page 1b and 1c of the Application)

These pages must be included with the application packet. The original signature of the superintendent or director of the LEA must be included.

Part B – Project Abstract (10 points, Page 2 of the Application)

A project abstract consisting of a succinct summary description of the proposed Reading First plan must be completed and returned with the application. Each application must include a project abstract that briefly describes the content and structure of the proposed initiative; the number of school buildings, classrooms, and teachers who potentially will benefit from the project; the process for identifying students; and assessment and evaluation procedures. These explanations must be confined to the page included in the application. The abstract is used for public information about the project. **Do not refer to other pages.**

(10 points for PROPOSAL ABSTRACT)

Exemplary (In addition to meeting all conditions listed in 'Meets Standard') 9-10 points	Meets Standards (Meets all conditions listed for each criterion) 6-8 points	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) 0-5 points
In addition, abstract clearly and succinctly provides information so that the reader has an understanding of the scope (connecting to the district plan), content, and structure of the proposed Reading First initiative, and how it will be implemented and evaluated.	Abstract contains all elements required (content/structure of initiative; number of buildings, classrooms, teachers and students benefiting; comprehensive and supplemental/intervention programs selected for implementation; assessment and evaluation). If consortium applicant, application indicates which local districts will participate in the initiative.	Abstract minimally describes the initiative; portions of the required elements are missing or are labeled "see attached."

PART C – PROPOSAL NARRATIVE (240 POINTS)

The applicant **must provide a complete proposal narrative that addresses all of the required information described in the application packet.** Complete Charts C1-a, C1-b, C2, C3, and C4 and up to 20 additional typewritten pages to explain the development of the Reading First school improvement plan for literacy in response to: perceived needs and existing programs and resources in the eligible school buildings and/or the district; the scientifically based reading research supporting the initiative; a description of the content and structure of the proposed program; the means of serving the needs of all students; the system for continuous monitoring of student growth; the qualifications and training of Reading First Literacy Coaches (see pages 22, 23) and building leadership; and the evaluation plan. A timeline and flow chart should be included to indicate how, when, and by whom the various services will be implemented. The proposal narrative should include the following:

The proposal must provide an explanation of the need to improve reading achievement and instruction in the eligible building(s). It must demonstrate the need for Reading First funds in order to apply scientifically based reading research to address gaps in and enable expansion of the local education agency's current efforts to improve reading achievement. The application must specifically address the following:

- a. Student Need—current services for struggling readers in grades K-3 who are from families with incomes below the poverty line, from major racial/ethnic groups, with limited English proficiency, or students in special education;
- b. Teacher Need—adequate staff to assist students at risk of reading failure, experience and knowledge of evidence-based best practice, staff turnover;
- c. Leadership Need—clearly defined duties and responsibilities for instructional leaders; a leader with sufficient authority who has responsibility for aligning the reading curriculum to State standards (central office or designee, e.g., curriculum director, special education director); experience and knowledge of evidence-based practice of building principals; turnover of leadership and assurance of continuity of leadership; and
- d. Current initiatives and identified gaps/causes for low MEAP scores.

For each section of the narrative, points will be awarded based on how well the narrative, timeline, and flow chart **analyze the information collected through the required charts and demonstrate plans for a successful Reading First project**. The rubrics for each section describe proposal specifications.

C1. CURRENT STATUS (20 points)

The proposal narrative must include **Chart C1-a** and **Chart C1-b** in the application as part of the LEA current building and program audit. See application, pages 3-6.

CHART C1-a. BUILDING AUDIT/NEEDS ASSESSMENT (10 points)

Chart C1-a provides information about each targeted building, including the demographics of its community and current instructional support for young readers. Include a separate chart for each targeted building. In the narrative, analyze the collected data to explain the need for a Reading First program in the LEA.

(10 Points for Building Audit—as Part of CURRENT STATUS)

Exemplary (In addition to meeting all conditions listed in ‘Meets Standard’) 9-10 points	Meets Standards (Meets all conditions listed for each criterion) 4-8 points	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) 0-3 points
In addition, proposal clearly articulates criteria LEA used in identifying schools to be served. Building audit is clearly analyzed, including relationship of targeted buildings to entire district.	Proposal does a thorough job of analyzing building needs and current literacy program as evidenced by building audits for each targeted building within the LEA.	Proposal provides incomplete or inaccurate information in building audit or in audit of current literacy program.
In addition, proposal includes evaluation of contributing factors for low student achievement and building needs including an evaluation of reasons for school improvement status.	Proposal targets eligible and most needy school buildings; and all buildings targeted serve highest number or highest percent of low achieving students and highest number or percentage of students in poverty.	Proposal targets all buildings in LEA regardless of eligibility or targets ineligible buildings in LEA. Proposal does not address school improvement status or current initiatives in place to provide interventions for students at risk.

C1. CURRENT STATUS (continued)

CHART C1-b. LEA PARTICIPATION IN MICHIGAN PROGRAMS (10 points)

Chart C1-b demonstrates utilization of Michigan resources to support young students. Include an analysis of the level of prior and current participation of the LEA in other initiatives.

(10 Points for Participation in Michigan Programs—as Part of CURRENT STATUS)

Exemplary (In addition to meeting all conditions listed in ‘Meets Standard’) 9-10 points	Meets Standards (Meets all conditions listed for each criterion) 4-8 points	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) 0-3 points
In addition, proposal demonstrates that LEA takes advantage of all appropriate programs and initiatives to support young readers and provides a thorough analysis of how these programs have been implemented including the impact these initiatives have had on helping all children learn to read.	Proposal demonstrates that LEA has participated in some Michigan initiatives and gives an analysis of the effectiveness of each in targeted buildings, or provides explanation/reason LEA was not eligible to participate in programs.	Proposal demonstrates that LEA has not utilized available resources provided by Michigan initiatives effectively.

Additional Priority Points Awarded:		
15% or 6,500 students in poverty in LEA	10 points	For up to 30 additional points
30% or more students in poverty in LEA	Additional 20 points	
Certified staff teaching in appropriate grade levels in targeted buildings	75% or more--5 points 85% or more--5 additional points 90% or more--5 additional points	For up to 15 additional points

C2. IMPROVING READING INSTRUCTION (10 points)

The application must provide a description of the current program of literacy instruction, as well as reading support and intervention programs presently in use for kindergarten through grade 3, in the school buildings to be served by this grant. The description must also include a plan for improving reading instruction. The plan must explain how the new Reading First classroom reading instruction program relates to and improves the current system including:

- Information on the research base, structure and effectiveness of the proposed program in assisting struggling readers;
- The instructional practices and strategies used in the program;
- The means of assessing, monitoring, and documenting individual student progress;
- The number of students identified as at risk of reading failure who are served by the current intervention program in these school buildings, and how students will be served in the Reading First program;

C2. IMPROVING READING INSTRUCTION (continued)

- The allocation of time, including a protected, uninterrupted block of time for reading instruction of more than 90 minutes per day (preferably 120 minutes);
- Implementation of the five essential components of reading instruction (phonemic awareness, systematic phonics, vocabulary development, oral reading fluency, and comprehension strategy instruction); and
- Key Reading First classroom characteristics.

Include Chart C2 on pages 7-8 of the application for each targeted building. Include an analysis of the current literacy instruction and a systematic plan for providing both comprehensive and supplementary reading instruction that includes all five areas, as appropriate at each grade level: phonemic awareness, phonics, fluency, vocabulary, and comprehension. See Appendix A on pages 26-34 for further explanation of comprehensive and supplementary programs.

(10 Points for IMPROVING READING INSTRUCTION)

Exemplary (In addition to meeting all conditions listed in 'Meets Standard') 9-10 points	Meets Standards (Meets all conditions listed for each criterion) 4-8 points	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) 0-4 points
In addition, proposal demonstrates that LEA has provided a thorough analysis of how current programs have been implemented including the impact these initiatives have had on helping all children learn to read.	Proposal explains literacy program that LEA currently has in place and gives an analysis of the effectiveness of current literacy instruction in targeted buildings.	Proposal demonstrates that LEA does not adequately describe available resources to provide literacy instruction or their effectiveness.

C3. READING ASSESSMENT REQUIREMENTS (20 points)

(1) LEAs whose grants are approved by the Michigan Department of Education **must** agree to purchase the Iowa Test of Basic Skills as a year-end assessment of reading achievement. This test has excellent credentials in terms of reliability and validity, as reported by the Technical Manual (The Iowa Tests of Basic Skills Complete/Core Battery Fall/Spring Norms and Score Conversions with Technical Information, University of Iowa, Hoover et al, 2001). In addition, it is made up of subtests that align with the essential components of reading that are at the heart of the RF initiative. See Appendix A on pages 26-34 for further information.

Chart C3 on page 9 of the application should be used to explain current assessments used in each eligible building.

(2) As a measure of classroom-based instruction, the state is requiring the LEAs to use Dynamic Indicators of Basic Early Literacy Skills (6th Edition) (DIBELS). The DIBELS measures were designed to assess three of the crucial areas of early literacy: phonological awareness, alphabetic principle, and fluency with connected text. The measures relate to one another both theoretically and psychometrically. They have been found to be reliable and valid indicators of early literacy development; furthermore, they have been found to be predictive of reading proficiency. See Appendix A on pages 26-34 for further explanation.

C3. READING ASSESSMENT REQUIREMENTS (continued)

(3) The Michigan Reading First Management Team has compiled a list of reading tests that may be used for screening and diagnostic purposes and that have been shown to be reliable and valid, as reported in their technical manuals. See Appendix A on pages 26-34 for further explanation. In its applications, the LEA is asked to specify the screening and diagnostic tests that will be used in each school building; for those not on this list, the LEA must provide a full description of the test, including information about its reliability and validity. It is our belief that the classroom teacher and the special education staff must work together to carry out and interpret screening tests (for the purposes of identifying children at risk of reading failure or children who may need a complete diagnostic evaluation) and diagnostic tests (to determine the nature and severity of difficulties in reading and language). In its application, the LEA is asked to provide an explanation of the collaboration of regular and special educators, as well as other support services (e.g., school psychologist) in the school or district.

Screening/Diagnostic	Achievement Outcomes
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Harn, B. Institute for the Development of Educational Achievement at the University of Oregon http://dibels.uoregon.edu	Iowa Test of Basic Skills (ITBS), Complete Battery, 2001 Riverside Publishing Itsaca, IL 60143 1-800-323-9540 www.riversidepublishing.com

Evaluation Strategies

In its grant application, the LEA must indicate willingness to comply with the following requirements that will provide a way for the state to assess progress of schools in implementing their Reading First plans.

Requirements include:

- (1) Assurance that the LEA will administer appropriate forms of the Iowa Test of Basic Skills at or near the end of the school year in grades K-3 and that the response protocols from this test will be sent to the test publisher for scoring.
- (2) Assurance that the LEA will use DIBELS as the classroom-based assessment of reading progress. This classroom reading assessment is made up of measures that are aligned with the curriculum and goals for reading instruction at each grade level (K-3) and must be administered three times a year in September, January, and May. The LEA is responsible for identifying a staff member who will enter the scores from these tests into a required database that will be sent to a specified location. The LEA must provide assurance that the test data will be shared with the state for purposes of evaluation of RF classrooms and that the data will be shared with the teachers for purposes of evaluating the instructional needs of the children.
- (3) Assurance that the LEA will report reading achievement data from both the ITBS and DIBELS to the Michigan Reading First Management Team.
- (4) Assurance that the LEA will comply with reporting requirements of the Center for Education Performance Information (CEPI) for the State of Michigan.

C3. READING ASSESSMENT REQUIREMENTS (continued)

(5) Assurance that the LEA will provide the funding for purchasing and administering the ITBS, DIBELS, and screening or diagnostic tests; for staff trained in diagnostic assessments, including sufficient time to provide timely and thorough assessments of children's learning capabilities; and for the services of a professional evaluation of the school data on reading to produce reports for the state and the federal government.

The LEA must develop an overall plan for assessment of reading progress and the needs of children who are struggling in reading. This plan must include a timeline for the assessments mentioned above (year-end administration of ITBS and administration of DIBELS in September, January, and May).

In addition, the LEA must indicate screening measures teachers might use, a system for evaluating the needs for diagnostic assessments, specification of the staff members who are qualified to administer diagnostic assessments, specification of the availability of staff time needed for such assessments, and the availability of special services staff to meet the needs of children found to have significant difficulties in learning that impact their ability to learn to read (e.g., speech language impairment).

In its application, the LEA is asked to provide an explanation of the collaboration of regular and special educators, as well as other support services (e.g., school psychologist) in the school or district. **Finally, in designing the overall plan for assessment of reading and related areas, the LEA must state that the children in grades K-3 will not be required to take year-end standardized tests other than the MEAP and ITBS.**

(20 Points for READING ASSESSMENT)

Exemplary (In addition to meeting all conditions listed in 'Meets Standard') 15-20 points	Meets Standards (Meets all conditions listed for each criterion) 10-15 points	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) 0-9 points
In addition, provides discussion of an assessment plan that connects the entire district.	Proposal provides a detailed discussion of the method(s) of selecting and administering screening, diagnostic, and classroom-based assessments of student progress in the five essential components of reading instruction.	Proposal provides a limited, vague discussion of the methods of monitoring student progress, or discussion of methods that are not research based.
In addition, proposal includes a clear schedule for assessments and using assessments that are appropriate for the skills and goals of particular grades.	Proposal provides a description of rigorous assessments with proven validity and reliability selected for the purposes of screening, diagnostic, and classroom-based assessments of progress, including performance indicators for increased student achievement.	Proposal provides a description of assessments selected for the purposes of screening, diagnostic, and classroom-based assessments of progress.
In addition, proposal demonstrates LEA's a system for evaluating the needs for diagnostic assessments, specification of the staff members who are qualified to administer diagnostic assessments, specification of the availability of staff time needed for such assessments, and the availability of special services staff to meet the needs of children found to have significant difficulties in learning that impact their ability to learn to read (e.g., speech language impairment).	Proposal provides a clear explanation of how the assessment system will inform and modify instruction for all students in each targeted building. Proposal states that children in grades K-3 will not be required to take year-end standardized tests other than the MEAP and ITBS.	Proposal describes only using the assessment system for reporting, without linking assessment to instruction, or without aligning to instruction.
In addition, proposal includes a plan for involving parents in supporting the child's progress through home-school connections.	Proposal includes a precise statement about how assessment data will be used to communicate student progress to teachers, parents, and all stakeholders.	Proposal includes a vague statement about how assessment data will be used to communicate progress.

C4. DESCRIPTION OF SCIENTIFICALLY BASED READING PROGRAM (60 points)

C4-a. SELECTION OF COMPREHENSIVE READING PROGRAM

The Michigan Reading First Management Team has reviewed reading textbooks (2002 publication date) from all major publishing companies. After careful review, five have been selected as having high quality programs suitable for use in RF classrooms as indicated in *No Child Left Behind*. While they differ on numerous dimensions, all contain systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension.

Each LEA is asked to select one of these basal programs for use in the district or school. These materials will be available for review during the Technical Assistance meetings that are being held on January 13, 2003, January 14, 2003 and January 16, 2003, and January 22, 2003. The LEA is asked to provide a rationale for the choice of program, including how the choice addresses the “gaps” in its current program. The reading programs on the state's list are as follows: Harcourt Brace, Houghton Mifflin, Macmillan/McGraw Hill, Open Court, and Scott Foresman. See Attachments C and D on pages 35-61 for review criteria, and Appendix A on pages 26-34 for background information. Complete Chart C4 on page 10 of the application. In your narrative, explain why these materials have been chosen to meet the needs of students in your LEA.

The state of Michigan and educational entities within the state apply for federal grants to maximize educational opportunities. Nothing in this grant application shall prohibit the state or educational entities within the state from taking such actions as are necessary to qualify for or maximize federal grants, including, but not limited to, complying with any grant criteria applicable to materials. The State of Michigan and educational entities within the state shall incur no liability to publishers as a result of any action taken in accordance with this paragraph.

C4-b. ACCESS TO READING MATERIAL

Reading First also requires the promotion of reading and library programs that provide access to engaging reading material. Each LEA must complete the Library of Michigan questionnaire found in the application and submit a copy of the questionnaire for each building with the Reading First application. In the narrative, include a plan for enhancement of both classroom and building libraries in eligible school buildings in order to provide students access to a wide array of engaging reading materials, including both expository and narrative texts. (Attachment B found on page 37.)

C4. DESCRIPTION OF SCIENTIFICALLY BASED READING PROGRAM (60 points)

Exemplary (In addition to meeting all conditions listed in 'Meets Standard') 50-60 points	Meets Standards (Meets all conditions listed for each criterion) 30-49 points	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) 0-29 points
	Proposal includes a detailed description of how the proposed initiative is supported by a rigorous, validated research base that reflects the current view of the five essential components of reading instruction.	Proposal describes implementing instructional strategies not based on scientifically based reading research.
In addition, proposal includes an explanation of how the scientifically based reading program is aligned with the English Language Arts Content Standards and Benchmarks, the Teaching and Learning Standards, and the Assessment Standards in the <i>Michigan Curriculum Framework</i> to ensure that students reach the proficient level on the MEAP.	Proposal includes an explanation of how the proposed initiative's learning resources are aligned with the English Language Arts Content Standards and Benchmarks, the Teaching and Learning Standards, and the Assessment Standards in the <i>Michigan Curriculum Framework</i> .	Proposal includes a vague, overly general explanation of the proposed project's alignment with the <i>Michigan Curriculum Framework</i> .
In addition, proposal demonstrates how LEA and schools will: a. use instructional strategies and programs that teach the five components of reading, include explicit and systematic instructional strategies, have a coordinated instructional sequence, are aligned with instructional materials, and allow ample practice opportunities; and b. offer students explicit, systematic instruction in phonemic awareness (e.g., isolating and manipulating the sounds in words); phonics (e.g., blending sounds, using texts that allow students to practice their phonics knowledge); fluency (e.g., assisted, repeated oral reading); comprehension (e.g., summarizing text, graphic and semantic organizers, asking and answering questions, summarization); and vocabulary (e.g., repeated exposure to the meanings of words in varieties of contexts).	Proposal provides a detailed description of how the Reading First program will be structured, including: a. using instructional strategies and programs that provide instruction to all K-3 students; b. scheduling of uninterrupted 90 minute plus block of time for literacy instruction; c. implementing a clear and specific plan to use scientifically based instructional strategies to accelerate performance and monitor progress of students who are reading below grade level; d. methods for coordinating the Reading First initiative with Title I, special education, extended day learning opportunities, preschool programs, and other programs available in the building; and e. evidence that the Reading First program is a comprehensive program and does not layer selected programs on top of non-research based programs already in use for services to students identified as at risk of reading failure.	Proposal provides a discussion of the program that will result in: a. selecting and implementing reading programs that lack a scientific research base that meets rigorous and clearly defined standards; c. selecting and implementing reading programs that are not complete for use as a comprehensive instructional program; d. selecting and implementing reading programs that meet the instructional needs of only some students, leaving the needs of other students to be met elsewhere or at other times; e. using instructional strategies and programs that do not teach the five essential components of reading; f. using instructional strategies that teach students to use context or picture cues as primary means for word identification; and g. relying primarily on instructional strategies that engage students in independent, silent reading with minimal guidance and feedback.
In addition, proposal provides a workable plan for addressing the needs of all students in each building in the district.	Proposal provides a clear description of the diverse children to be served (low income, major racial/ethnic, limited English proficient, and children with disabilities) and a workable plan that will enable all K-3 students to reach the level of reading proficiency.	Proposal provides a limited description of the plan for serving all of the students.

In addition, proposal provides continuous and ongoing professional development involving the follow-up and support from sources external to the school to provide necessary resources and new perspectives. This professional development plan coordinates efforts among various programs such as Title I, preschool programs, Regional Literacy Training Centers, Special Education, LEP, all federal, state, and local programs, and nearby universities.	Proposal includes a clearly articulated professional development plan that provides adequate ongoing training in a. the implementation of the comprehensive reading program; b. effective use of supplementary and intervention resources and materials; c. effective use and implementation of the Language Essentials for Teachers of Reading and Spelling (LETRS) strategies; d. provides evidence of quality professional development to be provided by qualified experienced trainers who are knowledgeable about scientific reading research; and e. provides evidence of ongoing support from the publishers of the comprehensive reading program, supplementary and intervention materials and programs.	Proposal does not include a plan for ongoing professional development in the implementation and effective use of comprehensive program, supplemental and intervention materials and strategies
	Proposal provides a concise description of how instruction will be differentiated for all students based on assessment.	Proposal provides an unclear or vague description of differentiated instruction.
In addition, proposal includes a plan to provide students with access to a wide array of engaging reading materials, including both expository and narrative texts.	Proposal includes a plan for the enhancement of building and classroom libraries.	Proposal does not address the current status of classroom and building libraries or does not provide a plan for enhancement of libraries.

C5. PROFESSIONAL DEVELOPMENT AND QUALIFICATIONS OF STAFF (60 points)

The Michigan Reading First Management Team has reviewed various options for providing support for the LEAs in terms of professional development. A primary goal is to provide the Reading First Facilitators and Reading First Literacy Coaches who will work with the teachers in RF schools with a deep and thorough knowledge of reading and effective methods of reading instruction. Michigan is adopting a model of training the trainers. The state has contracted with Sopris West to provide comprehensive instruction through a program called Language Essentials for Teachers of Reading and Spelling (LETRS), developed by Louisa Moats. The LEA must provide a Reading First Literacy Coach for each eligible building who is knowledgeable about current research in the five essential components of reading instruction, scientifically based reading research, the use of assessment to inform instruction, and who has experience as a professional development facilitator. See Appendix A on pages 26-34 for further information on the qualifications of the Reading First Literacy Coach. In addition, refer to the Sample Job Description in Attachment E on page 64.

The LEA must also provide assurances that the building leadership will participate in professional development for administrators concerning the current research in the five essential components of reading instruction. A separate training for administrators will be offered through Sopris West as well. See Appendix A on pages 26-34 for further explanation.

The LEA must also include a clearly articulated professional development plan that provides adequate ongoing training to ensure effective implementation of the comprehensive reading program as well as supplemental/intervention resources and materials. The LEA must provide evidence that the professional development will be delivered by qualified experienced trainers who are knowledgeable in scientifically based reading research.

READING FIRST LITERACY COACH (30 points part of C5 PROFESSIONAL DEVELOPMENT AND QUALIFICATIONS OF STAFF)

Exemplary (In addition to meeting all conditions listed in 'Meets Standard') 25-30 points	Meets Standards (Meets all conditions listed for each criterion) 15-24 points	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) 0-14 points
<p>In addition, proposal includes a specific plan for posting the position of RF Literacy Coach, recruiting qualified applicants, and a timeline for filling the position with a well-qualified candidate.</p>	<p>Proposal includes a detailed description of the proposed RF Literacy Coach's qualifications, which should include:</p> <ul style="list-style-type: none"> a. knowledge of current research in the five essential components of reading instruction; b. familiarity with the Standards and Benchmarks in the <i>Michigan Curriculum Framework</i>; c. experience as a successful primary classroom teacher; d. experience as a building teacher-leader and/or professional development facilitator; and e. understanding of the importance of using assessment data to inform decisions and communicating results to students, staff, parents, the community, and all stakeholders. 	<p>Proposal includes a description of the qualifications of the proposed RF Literacy Coach with general statements about the individual's knowledge about early literacy programs, state curriculum alignment, and experience as a teacher and building leader.</p>
<p>In addition, proposal demonstrates how the LEA and eligible schools within the LEA will result in:</p> <ul style="list-style-type: none"> a. having an RF Literacy Coach who has responsibility evaluating school reading progress, analyzing achievement data, and making school and classroom decisions based on continuous progress monitoring of student and teacher data; b. providing mandatory training for RF Literacy Coaches and teachers in the essential components of reading and the specific instructional programs and materials in use in their buildings, including the scientific base, implementation process and progress monitoring related to those programs and materials; and c. having committed to ensuring continuity of instructional leadership at the school level to the extent possible. 	<p>Proposal provides a complete explanation of the roles and responsibilities of the proposed RF Literacy Coach, which should include, but not be limited to:</p> <ul style="list-style-type: none"> a. serving as a mentor, model, and coach for all teachers and others (paraprofessionals, tutors, etc.) involved in implementing the program; b. encouraging colleagues to participate in quality professional development experiences related to the five essential components of reading instruction, e.g., workshops, study groups, action research, etc.; c. specialized literacy assistance for struggling readers and coordinating plans with classroom instruction and building school improvement efforts; d. establishing communication links with parents, the community, preschool programs, Regional Literacy Training Centers, and nearby universities; coordinating efforts with Title I, preschool programs, Special Education, LEP, and all federal, state, and local programs that address the literacy needs of students; and collecting, analyzing, and reporting data to all stakeholders. 	<p>Proposal does not adequately demonstrate how the LEA and eligible schools within the LEA will result in:</p> <ul style="list-style-type: none"> a. having a RF Literacy Coach with clearly defined duties and responsibilities to provide instructional leadership; b. providing training for RF Literacy Coach related to improving reading instruction; and c. providing for LEA personnel related to improving reading instruction.

INSTRUCTIONAL LEADERSHIP (30 points as Part of C5 PROFESSIONAL DEVELOPMENT)

Exemplary (In addition to meeting all conditions listed in 'Meets Standard') 25-30 points	Meets Standard (Meets all conditions listed for each criterion) 15-24 points	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) 0-14 points
<p>In addition, proposal demonstrates how the LEA and eligible schools within the LEA will result in:</p> <ul style="list-style-type: none"> a. having a leader with sufficient authority who has responsibility for aligning the reading curriculum to state standards, evaluating LEA and school reading progress, analyzing achievement data, and making school and classroom decisions based on continuous progress monitoring of student and teacher data; b. providing mandatory training for principals and building leaders in the essential components of reading and the specific instructional programs and materials in use in their buildings, including the scientific base, implementation process and progress monitoring related to those programs and materials; and c. committing to ensuring continuity of instructional leadership at the school level to the extent possible. 	<p>Proposal demonstrates how the LEA and eligible schools within the LEA will result in:</p> <ul style="list-style-type: none"> a. having designated individuals with sufficient time and expertise to provide instructional leadership and clear duties and responsibilities for all K-3 and all K-12 special education teachers; b. facilitating a training schedule for building personnel to improve their knowledge and skills related to scientifically based reading research and their application to instructional programs and materials, implementation processes and progress monitoring; c. requiring staff as well as self to participate in quality professional development experiences related to the five essential components of reading instruction, e.g., workshops, study groups, action research, etc.; d. establishing communication links with parents, the community, Regional Literacy Training Centers, and nearby universities; and e. directing the project evaluation and collecting, analyzing, and reporting data to all stakeholders. 	<p>Proposal does not adequately demonstrate how the LEA and eligible schools within the LEA will result in:</p> <ul style="list-style-type: none"> a. having designated individuals with clearly defined duties and responsibilities to provide instructional leadership; b. providing training for principals and building leaders related to improving reading instruction; and c. providing training for LEA personnel related to improving reading instruction.

C6. REPORTING AND EVALUATION STRATEGIES (25 points)**The Department of Education will provide the following components of the evaluation:**

The Michigan Reading First Management Team has contracted with researchers in the School of Education, University of Michigan, to assist in collecting and analyzing data that will be the basis for evaluating the effectiveness of RF programs in Michigan schools.

(1) The researchers will aid in the collection and analysis of children's performance on the tests (described in Appendix A on pages 26-34). These measures will be administered three times a year (September, January, and May).

(2) The researchers will collect and analyze the teachers' survey, which is completed by participating teachers three times a year. This measure will provide information about the teachers' views of their own knowledge of reading and methods for teaching reading that are supported by educational research.

(3) The researchers will also collect and analyze data from the year-end assessment of reading, using the Iowa Test of Basic Skills. Data will be analyzed in order to answer the primary questions of interest to Michigan's Department of Education and the federal government. See Appendix A on pages 26-34 for specific questions to be addressed.

LEAs must provide the following components of the evaluation:

Reporting: LEAs must report data for all students and categories of students described in section 1111 (b)(2)(C)(iv)(II) of the *No Child Left Behind Act of 2001* – data disaggregated by economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency. In addition, LEAs must describe a plan for building and district level assessment that includes classroom assessment, screening and diagnostic assessment and provide assurance that the LEA will administer the Iowa Test of Basic Skills as the measure of achievement outcomes at the end of the year.

(25 points for REPORTING AND EVALUATION STRATEGIES)

Exemplary (In addition to meeting all conditions listed in 'Meets Standard') 20-25 points	Meets Standards (Meets all conditions listed for each criterion) 15-19 points	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) 0-14 points
In addition, proposal demonstrates LEA has specifically described the valid and reliable measures it will use for classroom assessment, screening, and diagnosis.	Proposal demonstrates that LEA has a clear plan to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole.	Proposal demonstrates that LEA lacks a clear plan to document the effectiveness of local Reading First activities for individual schools and the LEA as a whole.
In addition, proposal demonstrates how LEA will report disaggregated student achievement results to all stakeholders.	Proposal states that LEA will provide information so that reading achievement data can be disaggregated by low-income, major racial/ethnic groups, limited English proficiency (LEP), and Special Education for all K-3 students in Reading First schools.	Proposal demonstrates that LEA lacks a clear plan for reporting disaggregated data on student achievement.
In addition, proposal provides specific intervention steps with a timeline for monitoring the progress of students and staff in each eligible building.	Proposal demonstrates that LEA has a clear plan to make decisions related to its Reading First programs based on evaluation outcomes, including intervention with and/or discontinuation of schools not making significant progress.	Proposal demonstrates that LEA lacks a clear plan to make decisions based on evaluation outcomes, including interventions with and/or discontinuation of schools not making significant progress.
In addition, proposal includes a plan for promoting stability in leadership and staff in order to enhance consistent efforts toward increased achievement outcomes for all students.	Proposal includes a detailed, straightforward plan for evaluation of the results of the Reading First initiative in terms of acceleration of achievement for all students as measured by performance on assessments and standardized tests.	Proposal lacks a plan for evaluation of the results of the Reading First initiative in terms of acceleration of achievement for all students.
In addition, proposal names specific qualified staff that will be responsible for accurate and timely reporting requirements.	Proposal includes specific assurances of compliance with the reporting requirements of the grant and for working with designated evaluators to gather data for a state and federal level Reading First report on time . ITBS and DIBELS assessments will be administered and sent to Riverside on time. Proposal also provides assurances that schools will include all children in their testing, including to the extent possible, those with special needs and English language learners.	Proposal contains vague assurances of compliance with the reporting requirements of the grant and for working with state evaluators or lacks apparent organization to enable LEA or schools within the LEA to meet deadlines for reporting.

Part D. GRANT BUDGET APPROVAL FORM (20 points)

This section provides information to demonstrate that the proposed initiative has an appropriate budget and is cost effective. The budget must be reasonable in relation to the scope of the project and the expected outcomes.

Budget Summary — The fiscal and administrative personnel of the agency must complete the Budget Summary. The Budget Summary must include the total cost of the proposed project. The budget is for FY 2003 funding only, but a proposed two-year budget must also be included.

Budget Detail — On a separate page, explain each cost that appears on the Budget Summary. Use the function code and title from the Budget Summary to identify each amount. The budget and costs should reflect the activities proposed for the initiative. Applicants must adhere to the following budget guidelines:

- Grant allocations are based on a per pupil amount of \$750 or the same percentage of Reading First funds as received of Title I funds during the 2001-2002 school year—whichever is greater. This level of funding allows for a textbook adoption and materials needed in year one. Grant funds in year one will be a minimum of \$112,500 per elementary building.
- Funding for years two and three is based on a \$525 per pupil amount, or the same percentage of Reading First funds as Title I funds from the 2001-2002 school year—whichever is greater.
- LEAs must use the DIBELS assessment and must budget \$1.00 per child for the evaluation; in addition, LEAs must purchase the Iowa Test of Basic Skills for use with all K-3 students.
- Up to 3.5 percent of the Michigan Department of Education share of the grant may be used for project administration. Indirect costs of not more than the district's pre-determined rate may be included as part of the 3.5 percent allowed for project administration, but may not exceed the 3.5% cap.

The applicant is asked to provide a brief narrative as part of the budget section that will assist the reviewer in understanding expenditures. For example, the standards for salaries and cost of living in the area may be addressed.

(20 points total for BUDGET SUMMARY AND BUDGET DETAIL)

Exemplary (In addition to meeting all conditions listed in 'Meets Standard')	Meets Standards (Meets all conditions listed for each criterion) 15-20 points	Does Not Meet Standard (Does not meet one or more of the conditions listed for each criterion) 0-14 points
	Proposal includes a Budget Summary and attached Budget Detail that clearly delineate each proposed project expense, consistent with the budget guidelines. Costs detailed are reasonable for the quality of the proposed project activities over the three-year period.	Proposal does not include a Budget Summary and Budget Detail. Costs may be detailed, yet some expenditures are not clearly related to the project description, or costs are not clearly itemized.
	Proposal includes a budget narrative that illustrates sources and information to further explain the budget, including a statement and supporting documentation that the project expenditures do not layer selected programs on top of non-research based programs already in use for services to students identified as at risk of reading failure.	Proposal includes a budget narrative that describes resources, but does not include supporting documentation for research based programs and materials.

APPENDIX A -- BACKGROUND INFORMATION FOR READING FIRST APPLICATION

C1. BUILDING AUDIT/NEEDS ASSESSMENT:

The intent of the self-evaluation process is to identify resources within each school that can be used to support the development of a comprehensive plan for Reading First. After completing this needs assessment, the LEA applicant should work with the teachers, administrators and support staff in the local school building to develop a plan for Reading First. Articulation of this plan involves identifying those components that are in existence and working well at the time of the application and those components that require additional resources of any kind (staff, instructional materials, etc.; especially those components that will be needed to address scientifically based reading research).

C3. READING ASSESSMENT

(1) An LEA whose grant is approved by the Michigan Department of Education **must** agree to use the Iowa Test of Basic Skills as a year-end assessment of reading achievement. This test has excellent credentials in terms of reliability and validity, as reported by the Technical Manual (The Iowa Test of Basic Skills Complete/Core Battery Fall/Spring Norms and Score Conversions with Technical Information, University of Iowa, Hoover et al, 2001). In addition, it is made up of subtests that align with the essential components of reading that are at the heart of the RF initiative. These include the following subtests:

- **Kindergarten:** Vocabulary, Word Analysis, Listening, Language
- **First Grade:** Vocabulary, Reading Words, Reading Comprehension, Listening, and Language
- **Second Grade:** Vocabulary, Word Analysis, Reading Comprehension, Listening, Language, and Spelling
- **Third Grade:** Vocabulary, Word Analysis, Reading Comprehension, Listening, Language and Spelling

(2) As a measure of classroom-based instruction, the state is requiring the LEAs to use Dynamic Indicators of Basic Early Literacy Skills (6th Edition) (DIBELS). The DIBELS measures were designed to assess three of the crucial areas of early literacy: phonological awareness, alphabetic principle, and fluency with connected text. The measures relate to one another both theoretically and psychometrically. They have been found to be reliable and valid indicators of early literacy development; furthermore, they have been found to be predictive of reading proficiency.

This assessment system employs different tests at different grade levels in order to provide sensitive information about the developmentally important indices of children's progress in learning to read. These measures are to be administered at the beginning, middle and end of the school year. The schools will collect the data, selecting one of the methods of data collection recommended by DIBELS (see <http://dibels.uoregon.edu>). A school staff member will enter student achievement data into a computer program. Data will then be analyzed through the DIBELS system and returned to the school in a form that the teachers will find useful to make sure that the individual children in their classroom are receiving appropriate instruction and in evaluating their instructional methods and materials. Samples of charts showing class performances on DIBELS measures are available on the DIBELS web site. Studies of DIBELS (e.g., Good, Simmons, Kame'enui, 2001) have shown that certain benchmarks can be used in analysis of spring administration of certain measures to determine whether the children can be reliably expected to read on grade level by third grade.

GRADE LEVEL BENCHMARKS for DIBELS

Spring of Kindergarten	Phoneme Segmentation Fluency	35 phonemes correctly named in one minute
Spring of First Grade	Oral Reading Fluency	40 words correctly read in one minute
Spring of Second Grade	Oral Reading Fluency	90 words correctly read in one minute in grade level material
Spring of Third Grade	Oral Reading Fluency	110 words correctly read per minute in grade level material

3) The Michigan Reading First Management Team has compiled a list of reading tests that might be used for screening and diagnostic purposes and that have been shown to be reliable and valid, as reported in their technical manuals. The list (shown in the box below) contains (a) cognitive and achievement batteries, (b) reading and writing tests, and (c) language tests. In its application, the LEA is asked to specify the screening and diagnostic tests that will be used in the school or district; for those not on this list, the LEA must provide a full description of the test, including information about its reliability and validity. It is our belief that the classroom teacher and the special education staff must work together to carry out and interpret screening tests (for the purposes of identifying children at risk of reading failure or children who may need a complete diagnostic evaluation) and diagnostic tests (to determine the nature and severity of difficulties in reading and language). In its application, the LEA is asked to provide an explanation of the collaboration of regular and special educators, as well as other support services (e.g., school psychologist) in the school or district.

Screening/Diagnostic	Achievement Outcomes
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Harn, B. Institute for the Development of Educational Achievement at the University of Oregon http://dibels.uoregon.edu	Iowa Test of Basic Skills (ITBS), Complete Battery, 2001 Riverside Publishing Itsaca, IL 60143 1-800-323-9540 www.riversidepublishing.com

COMPREHENSIVE COGNITIVE AND ACHIEVEMENT BATTERIES:

Wechsler Individual Achievement Test (American Guidance Services)

Woodcock Johnson Psychoeducational Assessment (Cognitive and Achievement)-Revised (Riverside)

LANGUAGE TESTS:

Clinical Evaluation of Language Fundamentals-Revised (Psychological Corporation)

Comprehensive Test of Phonological Processing (ProEd)

Peabody Picture Vocabulary Test, 3rd edition (American Guidance Service)

Test of Language Development-Primary, 3rd edition (ProEd)

READING TESTS:

Early Reading Diagnostic Assessment (Psychological Corporation)

Gray Oral Reading Test, 4th edition (ProEd)

Qualitative Reading Inventory, 3rd edition (Longman NY)

Test of Word Reading Efficiency (ProEd)

Test of Written Spelling, 4th edition (ProEd)

Wide Range Achievement Test, 3rd Edition (Jastak Associates)

Woodcock Reading Mastery Test (American Guidance Services)

Evaluation Strategies

In its grant application, the LEA must state that it is willing to comply with the following requirements that will provide a way for the state to assess progress of schools in implementing their Reading First plans.

Requirements:

- (1) Assurance that the LEA will administer appropriate forms of the Iowa Test of Basic Skills at or near the end of the school year in grades K-3 and that the response protocols from this test will be sent to the test publisher for scoring.
- (2) Assurance that the LEA will use DIBELS as the classroom-based assessment of reading progress. This classroom reading assessment is made up of measures that are aligned with the curriculum and goals for reading instruction at each grade level (K-3) and must be administered three times a year (September, January, and May). The LEA is responsible for identifying a staff member who will enter the scores from these tests into a required database that will be sent to a specified location. The LEA must provide assurance that the test data will be shared with the state for purposes of evaluation of RF classrooms and that the data will be shared with the teachers for purposes of evaluating the instructional needs of the children.
- (3) Assurance that the LEA will report reading achievement data from both the ITBS and DIBELS to the Michigan Reading First Management Team.
- (4) Assurance that the LEA will provide the funding for purchasing and administering the ITBS, DIBELS, and screening or diagnostic tests; for staff trained in diagnostic assessments, including sufficient time to provide timely and thorough assessments of children's learning capabilities; and for the services of a professional evaluation of the school data on reading to produce reports for the state and the federal government.

The LEA must develop an overall plan for assessment of reading progress and the needs of children who are struggling in reading. This plan must include a timeline for the assessments mentioned above (year-end administration of ITBS and administration of DIBELS in September, January, and May). In addition, the LEA must indicate screening measures teachers might use, a system for evaluating the needs for diagnostic assessments, specification of the staff members who are qualified to administer diagnostic assessments, specification of the availability of staff time needed for such assessments, and the availability of special services staff to meet the needs of children found to have significant difficulties in learning that impact their ability to learn to read (e.g., speech language impairment). Finally, in designing the overall plan for assessment of reading and related areas, the LEA must state that the children in grades K-3 will not be required to take year-end standardized tests other than the MEAP and ITBS.

C4. DESCRIPTION OF SCIENTIFICALLY BASED READING PROGRAM

The Michigan Reading First Management Team has identified instructional materials and programs that are supported by scientific research, as defined in Part B of the *No Child Left Behind* legislation. These materials are listed below as comprehensive programs/materials and supplementary materials. Each district plan should indicate which of these materials would be used as part of the comprehensive plan for providing high-quality reading instruction in grades K-3 in eligible school buildings within the LEA. When planning instruction for children who need special help in reading, Smith and Kame'enui (1998) suggest that teachers design instruction that includes (1) conspicuous strategies, (2) mediated scaffolding, (3) strategic integration, (4) primed background knowledge, and (5) judicious review. The task of organizing reading instruction around such principles is made easier when the classroom teacher has a comprehensive program that has both the content and the instructional methods that are needed for successful reading instruction. With the recent revisions of basal reading programs, many textbook publishers have followed the guidelines provided by recent research on effective reading instruction in determining the content, instructional method, pace of instruction in key areas (e.g., phonics), and opportunities for practice. These reading programs have the added advantage of having a variety of supplementary materials that are coordinated with the reading materials and instructional methods. Such coordination is a key element of effective programs (Foorman et al, 1998). A comprehensive program provides valuable structure and organization for the teacher if it is used properly.

LEAs are reminded that there must be a systematic plan for providing both comprehensive and supplementary reading instruction that includes all five areas, as appropriate, at each grade level: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(1) The five essential components of reading instruction that must be addressed in reading textbooks are explained below:

- **Phonemic awareness** — the ability to hear, identify, and manipulate the individual sounds-phonemes in spoken words. Phonemic awareness is the understanding that sounds of spoken language work together to make words.
- **Systematic, explicit phonics** — the understanding that there is a predictable relationship between spellings that represents those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
- **Vocabulary development** — development of stored information about meanings and pronunciation of words necessary for communication. There are four types of vocabulary development: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary.
- **Oral reading fluency** — fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
- **Comprehension strategy instruction** — strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

Publisher	Houghton Mifflin 2003	Harcourt 2003	Open Court/ SRA 2002	Macmillan/ McGraw Hill 2003	Scott Foresman 2002
Phonemic Awareness	✓	✓	✓	✓	✓
Systematic Explicit Phonics	✓	✓	✓	✓	✓
Vocabulary Development	✓	✓	✓	✓	✓
Oral Reading Fluency	✓	✓	✓	✓	Needs Supplement
Comprehension Strategy Instruction	✓	✓	✓	✓	✓
Scientifically Based Reading Research	✓	✓	✓	✓	✓

The applicant must include a description of the plan for helping teachers change to a more appropriate model of instruction. In addition, the plan should include assurances that the instructional block for literacy instruction will be 90 to 120 minutes in length. The proposal must describe the design of a Reading First classroom, the structure for grouping students during the literacy block, and the means of providing instruction in the five essential components of reading instruction. The proposal must also include plans for instructional management and organization of lesson design.

(2) The Michigan Reading First Management Team has reviewed supplementary and intervention materials for students who need additional instruction, more explicit instruction, or additional practice in the basic aspects of learning to read. All of the materials on the list have either been studied and found to be effective in improving students' reading achievement or have incorporated methods and approaches that have been supported by scientific studies of reading. LEAs are encouraged to select materials from the list so that their teachers can meet the needs of children who are struggling with reading in their classrooms. An LEA may also choose materials/programs not on the list; however, to be an acceptable material/program, the LEA must provide a thorough explanation of the basis of the material/program supported by scientific studies of reading. LEAs must also provide a rationale for the particular selection of all supplementary/intervention materials or programs. In the event that the LEA proposes to use materials/programs that are not on the list, a thorough explanation of the basis for selecting the materials must be provided. See Attachments C and D on pages 38-63 for review selection criteria.

Michigan will provide professional development for the Reading First Facilitators and Reading First Literacy Coaches, who in turn will provide instruction for the teachers and guidance in the use of appropriate instructional methods in their classrooms. In this way, the state will provide assistance to the teachers in learning to use a variety of approaches and materials to meet the needs of children.

Supplementary/Intervention Materials and Resources

Phonemic Awareness:

Ladders to Literacy, Notari-Syverson et al., Brookes Publishing, www.brookespublishing.com.

Multisensory Teaching of Basic Language Skills, Birsch.

Phonemic Awareness in Young Children, Adams et al., Brookes Publishing, www.brookespublishing.com.

Road to the Code: A Phonological Awareness Program for Young Children, Blackman et al., Brookes Publishing, www.brookespublishing.com.

Speech to Print, Moats, Brookes Publishing.

Systematic Explicit Phonics:

Alphabetic Phonics, Cox, Educators Publishing Service.

A Guide to Teaching Phonics, Orton, Educators Publishing Service.

Multisensory Teaching of Basic Language Skills, Birsch.

Reading Mastery, Macmillan/McGraw-Hill.

Saxon Phonics: An Incremental Development, Saxon Publishers, Inc. 1998, 1-800-284-7019; www.saxonpublishers.com.

Speech to Print, Moats, Brookes Publishing.

Word Detectives, Benchmark.

Oral Reading Fluency:

Quickreads, Heibert, Pearson Learning Group, www.quickreads.org.

Read Naturally, 2001, St. Paul, MN, 1-800-788-4085, www.readnaturally.com.

Vocabulary Development:

Bringing Words to Life, Beck, McKeown, & Kucan, Guilford Publishers.

Teaching Word Recognition, Spelling and Vocabulary, Rasinski, et al, International Reading Association

“Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children,” Beck & McKeown, *The Reading Teacher*, September 2001.

Vocabulary Development, Stahl, Brookline Books.

Word Power: What Every Educator Needs to Know About Teaching Vocabulary, Stahl and Kapinus, NEA Professional Library

Word Detectives, Benchmark.

Words Their Way, Bear, et al, Merrill.

Comprehension Strategy Instruction:

Comprehension Instruction: Research-Based Best Practices, Block and Pressley, (Eds.), Guilford Press

Questioning the Author: An Approach for Enhancing Student Engagement with Text, Beck, McKeown, Hamilton, & Kukan, International Reading Association.

“Text Talk: Capturing the Benefits of Read-Aloud Experiences for Young Children”, Beck & McKeown, *The Reading Teacher*, September 2001.

RESOURCES FOR TEACHERS:

Caldwell. *Reading Assessment: A Primer for Teachers and Tutors*. Guilford Publisher

Education Leadership. Association for Supervision and Curriculum Development

Mastropieri, & Scroggs, *The Inclusive Classroom: Strategies for Effectgive Instgruction*, Merrill, 2000

Put Reading First: Research Building Blocks for Teaching Children to Read. EdPubs, 2001

Snow, Burns & Griffin. *Preventing Reading Difficulties in Young Children*. National Academy Press, 1998

Strickland & Morrow. *Beginning Reading and Writing*. International Reading Association

Vaughn, Bos, & Schumm, *Teaching Mainstreamed, Diverse, and At-Risk Students in the General Education Classroom*, Allyn and Bacon, 1997

REQUIRED COMPONENTS OF READING INSTRUCTION IN READING FIRST PLANS:

- (1) Required time allotment. The Department of Education requires LEAs to provide assurance that each RF classroom (K-3) will set aside a 90-minute block of time each morning for reading and language arts. Two hours are considered desirable, but 90 minutes are required.
- (2) The state will provide training of the RF Literacy Coaches (as described earlier) who will in turn teach the teachers in their school how to include the five essential components of reading instruction in their classrooms. (Training materials are provided as part of the LETRS professional development package. The state will purchase the three LETRS books for all of the coaches and Facilitators, but LEAs must purchase LETRS books for all teachers, special educators, and administrators in RF school buildings.)
- (3) The state will ask teachers to complete a self-evaluation and survey of instructional practices three times a year. The information from this survey will help the state in its evaluation of the implementation of LEA RF plans and programs and the progress in reading made by the children.
- (4) The Reading First Facilitators will visit each RF school and each K-3 classroom three times a year to observe instruction and interview the teacher. The RF Facilitators will also gather information about the implementation of RF instructional programs and instructional methods. In addition, members of the Michigan Reading First Management Team will make periodic visits to RF schools.

C5. PROFESSIONAL DEVELOPMENT

The Michigan Reading First Management Team has reviewed various options for providing support for the LEAs in terms of professional development. A primary goal is to provide the Reading First Facilitators and Reading First Literacy Coaches who will work with the teachers in RF schools with a deep and thorough knowledge of reading and effective methods of reading instruction. The state is adopting a model of training the trainers. The state has contracted with Sopris West to provide comprehensive instruction through a program called Language Essentials for Teachers of Reading and Spelling (LETRS), developed by Louisa Moats. Sopris West describes LETRS in this way:

The sequential modules of LETRS teach teachers the meaning of scientific findings about learning to read and reading instruction. The modules address each component of reading instruction--phoneme awareness, phonics and word study, oral language, vocabulary, reading fluency, comprehension and writing--and the foundational concepts that link these components. Instruction in assessment and evaluation of student performance will be embedded in the topical modules. The format of instruction allows for deep learning and reflection beyond the "once over" treatment the topics are typically given. Teachers who *understand* the foundation concepts of language structure, how children learn it, and what can go wrong, in addition to learning the publisher's program-specific methods, should enable most students to read. Further they will know what to do for those few who do not learn readily.

The contract with Sopris West, who markets this professional development program, is for three years (Phase 1) with an opportunity to renew for the remaining three years of RF (Phase 2). The LETRS training includes three 3-day sessions, each with three modules. The first module is called Foundations for Reading Instruction and includes the following topics: the challenge of learning to read, phonology (the speech sounds of English and how to teach them), and spellography for teachers. The second module is called Teaching Vocabulary

and Comprehension. It includes building vocabulary and oral language skills, teaching comprehension, and building reading fluency. The third module is called Teaching Beginning Reading and Spelling. It includes sections on how to teach phonological awareness, teaching and assessing decoding, and building basic spelling and writing skills. The instructional modules will be spaced so that the teachers have about a month between Modules 1 and 2, and between Modules 2 and 3. (June and August 2003) Professor Anne Cunningham and another Master Trainer from Sopris West will be teaching Modules 1-3 for the first year of Michigan's RF project.

In addition to the LETRS training, LEAs must also provide a clearly articulated professional development plan for adequate ongoing training to ensure the effective implementation of the comprehensive reading program as well as supplemental/intervention resources and materials. The LEA must provide evidence that the professional development will be provided by qualified experienced trainers. Publishers of the comprehensive reading programs will provide up to fifty hours of ongoing professional development throughout the three-year funding period of the Reading First grant to districts that purchase their programs. As evaluation indicates, or needs arise, additional training shall be provided.

The Michigan Department of Education has divided the state into eight regional areas, each having its own regional training center. The centers have been used in the past for providing in-service instruction for teachers and administrators in each region. For the first year of RF in Michigan, each of the regional training centers will designate a team to attend the LETRS professional development meetings. In addition, RF Literacy Coaches hired at the school or district level will attend the meetings. School administrators of RF districts are invited to attend as well. In subsequent years, we will invite language arts coordinators from schools and districts that do not have RF funding to attend.

In addition, Michigan has an arrangement with Sopris West for a professional development meeting (one per year) that is specifically designed to prepare school administrators to understand the goals of the RF initiative, the essential components of reading instruction and how they are implemented, the need for systematic evaluation of the implementation of RF classrooms, and the role of the school administration in ensuring that all children learn to read in grades K-3.

Finally, Sopris West is currently developing what they call "Colleague in the Classroom," a program that uses CD technology to provide support for administrators and teachers in rural schools, in particular. While this program is not yet available, the Michigan Reading First Management Team sees a need for such a program and will explore the feasibility of including that in state-sponsored professional development efforts after year one of the funding period.

C6. EVALUATION STRATEGIES

Michigan's Reading First Management Team will assess and evaluate the effectiveness of activities in RF programs of each school on a regular basis. This will be done in the following ways:

(1) Michigan's Reading First Management Team has contracted with researchers in the School of Education, University of Michigan, to assist in collecting and analyzing data that will be the basis for evaluating the effectiveness of RF programs in Michigan schools. First, the researchers will aid in the collection and analysis of children's performance on the DIBELS tests (described earlier) and other measures of classroom-based instruction that are approved by the state. These measures will be administered three times a year (September, January, and May). Second, they will collect and analyze the teachers' survey, which is completed by participating teachers three times a year. This measure will provide information about the teachers' views of their own knowledge of reading and methods for teaching reading that are supported by educational research. Finally, they will collect and analyze data from the year-end assessment of reading, using the Iowa Test of Basic Skills. Data will be analyzed in order to answer the primary questions of interest to the Michigan Department of Education and the federal government. These include, but are not limited to, the following:

- What percent of the children in RF schools are reading on grade level; moving toward reading on grade level; or reading above grade level?
- Have children in RF classrooms made significant improvements in their reading performance?
- What do we learn by disaggregating the data? That is, is significant progress made for children from different racial/ethnic backgrounds? For children with learning disabilities or otherwise served in special education? For children in schools that are labeled Title 1 School Improvement Status? For students with limited English proficiency?
- Do children in RF schools and classrooms make greater progress than children at the same grade levels in low-achieving schools that are not receiving assistance from RF funding and resources?
- Do children continue to make progress after the period of assistance from RF funding is over?

ASSURANCES (See Assurances Pages 1b and 1c of Application)

To ensure collection of valuable data that will be used to answer the research questions, the Reading First schools must comply with requests to collect data. Therefore, the assurances listed on page 1b and 1c of the application must be adhered to for the district to receive funds in the initial and subsequent years.

APPLICATION CHECKLIST FOR GRANT APPLICATION

- ☐ Is the narrative in a font no smaller than Times 12 point?
- ☐ Is the proposal narrative no more than 20 pages in length?
- ☐ Is the Application Cover Page signed by the authorized signatory?
- ☐ Is the Budget Summary signed by the authorized signatories?
- ☐ Are the forms/attachments completed and stapled to the original and all four copies in the following order?
 - ☐ Part A. Application Cover Page with original signature by the authorized signatory
 - ☐ Certification for Participation in Cooperative Project—Consortium if applicable (page 1a)
 - ☐ Assurances and Certifications (pages 1b and 1c) included with the original signature by authorized signatory
 - ☐ Part. B. Project Abstract (page 2)
 - ☐ Part C. Proposal Narrative—Up to 20 pages of narrative (charts may be copied as many times as necessary for targeted buildings and are not included in the 20 page limit.) Proposal Narrative must include a description of proposed initiative including professional development, RF Literacy Coach, comprehensive program, assessment and intervention plans, and plans for strengthening instructional leadership. Points will be awarded for thorough and careful analysis of needs assessment charts used to design building plans.
 - ☐ 1. Building Audit/Need—including Charts C1-a, C1-b
 - ☐ 2. Current Program of Literacy Instruction and Intervention—including Chart C2
 - ☐ 3. Instructional Reading Assessments—including Chart C3
 - ☐ 4. Selection of Instructional Materials both Comprehensive and Supplemental/Intervention—including Chart C4
 - ☐ 5. Access to Reading Material-Plan and State of Michigan Library Questionnaire—Attachment B see page 37.
 - ☐ 6. Copy of letter inviting non-public schools to participate in the planning of LEA's Reading First plan; copy of sign-in sheet for attendance at planning meetings.
 - ☐ 7. Signatures of each building principal and staff member involved in Reading First plans to indicate support for the Reading First initiative.
 - ☐ 8. Signature of union president indicating support for Reading First initiative.
 - ☐ Part D. Budget
 - ☐ Budget Summary with original signatures by the authorized signatories—Page 11
 - ☐ Budget Detail by building
 - ☐ Budget Narrative by building

Attachments, if applicable. (Applications are NOT to include pamphlets, handbooks, reports, brochures, news articles, folders, binders, dividers, etc.)

MICHIGAN READING FIRST ELIGIBILITY LIST

Academy of Detroit - Westland	32%	George Washington Carver Academy	50%	Pierre Toussaint Academy	49%
Academy of Detroit West	21%	Grand Rapids Public Schools	26%	Plymouth Educational Center	38%
Adrian Public Schools	21%	Hamtramck Public Schools	41%	Pontiac City School District	37%
Allen Academy	47%	Hazel Park City School District	19%	Port Huron Area School	19%
Ann Arbor Public Schools	10%	Highland Park Public Schools	49%	River Rouge	40%
Battle Creek Public Schools	36%	Holland Public Schools	14%	Romulus Community Schools	16%
Bay City Public Schools	20%	Hope Academy	64%	Saginaw City School District	39%
Beacon International Academy	74%	Hope of Detroit Academy	23%	Sauk Trail Academy	22%
Beecher Community School District	52%	Inkster City School District	45%	Sigel Township School Dist. #3	23%
Benton Harbor Public Schools	54%	Jackson Public Schools	28%	Star International Academy	67%
Buena Vista School District	44%	Kalamazoo Advantage Academy	65%	Taylor School District	17%
Center Academy	50%	Kalamazoo Public Schools	31%	Thomas Gist Academy	46%
Center for Literacy & Creativity	32%	King Academy	46%	Threshold Academy	49%
Cesar Chavez Academy	57%	Lakeshore Public School Academy	29%	Timberland Academy	46%
Cherry Hill School of Perf. Arts	32%	L'Anse Creuse Public Schools	11%	Timbuktu Academy of Science & Tech.	52%
Church School District	20%	Lansing Public Schools	30%	Traverse City Area Public Schools	11%
Commonwealth Com. Dev. Acad.	51%	Linden Charter Academy	24%	Tri Valley Academy	70%
Conner Creek Academy	20%	Mid-Michigan Public School Academy	27%	Utica Community Schools	6%
Da Vinci Institute	18%	Monroe Public School	16%	Voyageur Academy	52%
Dearborn Academy	66%	Mosaica Academy of Saginaw	59%	Walter French Academy	40%
Dearborn City School District	18%	Mt. Clemens Community Schools	26%	Wayne-Westland Community Schools	11%
Detroit City Public Schools District	42%	Muskegon Heights Public Schools	48%	Wells Township	17%
Dove Academy of Detroit	23%	Muskegon Public Schools	40%	William C. Abney Academy	65%
El-Majj Malik El-Shabazz Academy	65%	Navigator Academy	58%	Woodward Academy	20%
Ferndale School District	15%	Northridge Academy	69%	Wyoming Public Schools	9%
Flint City School District	41%	Oak Park Schools	21%	YMCA Service Learning Academy	34%
Francis Reh Public School Academy	63%	Owosso Public Schools	17%	Ypsilanti Public School District	25%
George Crockett Academy	52%	Pansophia Academy	36%		

LEAs with:

**Percents listed indicate percentage of families with incomes below the census poverty line.

- * 40% or more students or 50 or more students scoring low on the MEAP for 2 of the last 3 years; **and**
- * Geographic regions that include Empowerment Zones or Enterprise Communities; **or**
- * 1000 or more students or 15% or more students from families with incomes below the poverty line; **or**
- * Eight buildings or 50% or more of buildings in School Improvement status.

ATTACHMENT B

ATTACHMENT B, School Library Survey, is found as part of the application forms found on the Internet at www.michigan.gov/mde. Please complete one survey for each targeted building. Submit one copy for each targeted building with the application, and include a plan for enhancement of building and classroom libraries for each targeted building.

Questions to Consider When Reviewing Comprehensive Reading Programs

Program	Harcourt	Houghton Mifflin	Macmillan/ McGraw Hill	Open Court	Scott Foresman
What evidence do you see of scientifically based reading research?					
How is this research applied to the lesson design for each component? (explicit and systematic instruction)					
▪ Phonemic Awareness?					
▪ Systematic Explicit Phonics?					
▪ Vocabulary Development?					
▪ Oral Reading Fluency?					
▪ Comprehension Strategy Instruction?					
What support is provided in the teacher's manual for the teacher?					
Has this program been tested in schools and classrooms with similar demographics and learner profiles?					
Is there a well-orchestrated flow of instruction with clear sequences of task?					
What support is provided for the students in the lesson design? Does explicit instruction move from basic skill knowledge to higher order skills?					
What type of practice is provided for the students? Are activities directly related to the learning objective?					

Program	Harcourt	Houghton Mifflin	Macmillan/ McGraw Hill	Open Court	Scott Foresman
Is content area reading in other core areas including mathematics, science, and social studies reinforced?					
Program assessment components to inform the teacher about the child's learning and assist with instructional decision making?					
Support for differentiated instruction with a range of instructional materials to allow flexible grouping?					
Commitment from publisher to provide on-going technical support and staff development					

A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis

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The selection and adoption of an effective, research-based core reading program in the primary grades is a critical step in the development of an effective schoolwide reading initiative. The investment in identifying a core program that aligns with research and fits the needs of learners in your school will reap long-term benefits for children's reading acquisition and development.

A critical review of reading programs requires objective and in-depth analysis. For these reasons, we offer the following recommendations and procedures for analyzing critical elements of programs. First, we address questions regarding the importance and process of a core program. Following, we specify the criteria for program evaluation organized by grade level and reading dimensions. Further, we offer guidelines regarding instructional time, differentiated instruction, and assessment. We trust you will find these guidelines useful and usable in this significant professional process.

1. What is a core reading program?

A core reading program is the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. A core program should address the instructional needs of the majority of students in a respective school or district.

Historically, core reading programs have been referred to as basal reading programs in that they serve as the "base" for reading instruction. Adoption of a core does not imply that other materials and strategies are not used to provide a rich, comprehensive program of instruction. The core program, however, should serve as the primary reading program for the school and the expectation is that all teachers within and between the primary grades will use the core program as the base of reading instruction.

1. Why adopt a core reading program?

In a recent document entitled “Teaching Reading is Rocket Science,” Louisa Moats (1999) revealed and articulated the complexities of carefully designed and implemented reading instruction. Teaching reading is far more complex than most professionals and laypersons realize. The demands of the phonologic, alphabetic, semantic, and syntactic systems of written language require a careful schedule and sequence of prioritized objectives, explicit strategies, and scaffolds that support students’ initial learning and transfer of knowledge and skills to other contexts. The requirements of curriculum construction and instructional design that effectively move children through the “learning to read” stage to the “reading to learn” stage are simply too important to leave to the judgment of individuals. The better the core addresses instructional priorities, the less teachers will need to supplement and modify instruction for the majority of learners.

2. What process should be used to select a core reading program?

Ideally, every teacher involved in reading instruction would be involved in the review and selection of the core reading program. Realistically, a grade-level representative may be responsible for the initial review and reduce the “possible” options to a reasonable number. At minimum, we recommend that grade-level representatives use the criteria that follow and then share those findings with grade-level teams.

Schools often ask whether the adoption should be K-6 or whether a K-3/4-6 adoption is advisable. Ideally, there would be consensus across grades K-6; however, it is imperative to give priority to how children are taught to learn to read. Therefore, kindergarten and first grades are critical grades and should be weighted heavily in adoption decisions. This may entail a different adoption for grades 4-6.

3. What criteria should be used to select a core reading program?

A converging body of scientific evidence is available and accessible to guide the development of primary-grade reading programs. We know from research the critical skills and strategies that children must acquire in order to become successful readers by grade 3 (National Research Council, 1998; NICHD, 1996, Simmons & Kameenui, 1998). Following, we specify criteria in critical elements of reading organized by grade.

Stage I: Is There Trustworthy Evidence of Programs Efficacy?

Prior scientific studies of program efficacy should be a first-level criterion to identify the pool of possible core programs. Your review of programs should determine:

- _____ 1. Does the program have evidence of efficacy established through carefully designed experimental studies?
- _____ 2. Does the program reflect current and confirmed research in reading?
- _____ 3. Does the program provide explicit, systematic instruction in the primary grades (K-3) in the following dimensions:
 - Phonemic awareness (grades K-1)
 - Phonics
 - Decoding
 - Word recognition
 - Spelling
 - Vocabulary
 - Comprehension (listening and reading)
 - Writing
 - Oral and written language
- _____ 4. Was the program tested in schools and classrooms with similar demographic and learner profiles as your school?

If the answers to questions 1-4 are yes, you have evidence to indicate that if adopted and implemented faithfully, there is high probability the program will be effective.

If you can narrow your selection to programs with trustworthy evidence, proceed to Stage II for more comprehensive analysis.

Your review of programs may yield those that lack prior evidence of efficacy but that have components based on research. A lack of program efficacy should not exclude a program from consideration. Your analysis of critical elements, however, assumes greater importance.

A new generation of reading programs is currently finding its way into the market place, a generation of programs that holds great promise yet lack confirmed research. New programs often do not have adequate levels of evidence because large-scale, longitudinal evidence is costly and time consuming. If programs the reading committee considers promising lack established program efficacy, evaluate the program carefully and thoroughly according to the following critical elements.


Stage II: A Consumer's Guide to Selecting a Core Program: A Critical Elements Analysis

A key assumption of a core program is that it will (1) address all grade-level standards and (2) ensure that high priority standards are taught in sufficient depth, breadth, and quality that all learners will achieve or exceed expected levels of proficiency. All standards are not equally important. Our critical elements analysis focuses on those skills and strategies most essential for early reading.

For each “cluster” of dimension of reading skills/standards, review the program according to the following criteria. To evaluate the quality of instructional design, we recommend that you sample lessons across the program and that you also review successive lessons to determine how the program builds, reviews, and extends learners’ skills and strategies.

Use the following criteria for each critical element:

- = Element consistently meets/exceeds criterion.
- ◐ = Element inconsistently meets/exceeds criterion.
- = Element does not satisfy criterion.

When evaluating individual elements, slash (/) the respective circle that represents your rating (eg., ).

Critical Elements Analysis

Kindergarten

I. Phonemic Awareness

Phonemic Awareness is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components and does not involve print.

Phonemic Awareness Instruction

- ○ ○ Progresses from the easier phonemic awareness activities to the more difficult—from rhyming and sound matching to blending, segmentation, and manipulation.
- ○ ○ Teaches skills explicitly and systematically.
- ○ ○ Starts with larger linguistic units, (words and syllables) and proceeds to smaller linguistic units (phonemes).
- ○ ○ Focuses beginning instruction on the phonemic level of phonological units with short words (two or three phonemes; e.g., at, mud, run).
- ○ ○ Focuses first on the initial sound (sat), then on the final sound (sat), and lastly on the medial sound (at) in words.
- ○ ○ Makes students' cognitive manipulations of sound overt by using concrete representations (e.g., markers, pictures, and Elkonin boxes) or auditory cues that signal the movement of one sound to the next (e.g., claps).
- ○ ○ Models phonemic awareness tasks and responses orally and follows with students' production of the task.
- ○ ○ Introduces several continuous sounds first (e.g., /m/, /r/, /s/) before introducing stop sounds (e.g., /t/, /b/, /k/) because stop sounds are more difficult to isolate.
- ○ ○ Culminates with segmentation or the combination of blending and segmenting.
- ○ ○ Adds letter-sound correspondence instruction to phonological awareness interventions after students demonstrate early phonemic awareness.
- ○ ○ Provides brief instructional sessions. (Significant gains in phonemic awareness are often made in 15 to 20 minutes of daily instruction and practice over a period of 9 to 12 weeks.)

Tally the number of elements with each rating. ● ○ ○

II. Decoding and Word Recognition

The ability to recognize words accurately, fluently, and independently, is fundamental to reading in an alphabetic writing system. For kindergarten students, critical skills include learning to associate sounds with letters, using those associations to decode and read simple words, and learning to recognize important nondecodable words.

Letter-Sound Association Instruction

- ● ○ Schedules high-utility letter sounds early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/).
- ● ○ Models the sounds of letter prior to assessing student knowledge.
- ● ○ Sequences the introduction of letter sounds in ways that minimize confusion (e.g., sequence /p/, /b/, /v/, /e/, /i/).
- ● ○ Includes a few short vowels early in the sequence so that students can use letter-sound knowledge to form and read words.
- ● ○ Incorporates frequent and cumulative review of taught letter sounds.
- ● ○ Begins with individual letter-sounds (e.g., *a*, *m*, *t*) and not phonograms (e.g., *ab*, *at*) or sound chunks.

Tally the number of elements with each rating. — ● — ● — ○

Decoding Instruction

- ● ○ Introduces regular word types (CV or CVC) first in the sequence.
- ● ○ Includes only words for which students know all letter sounds.
- ● ○ Provides explicit strategy for sounding out words.
- ● ○ Provides practice in word lists and short, controlled connected text.
- ● ○ Provides multiple opportunities within lessons for students to read words.

Tally the number of elements with each rating. — ● — ● — ○

Irregular Words Instruction

- ○ ○ Introduces words of high utility (e.g., I, have, etc.).
- ○ ○ Limits # of words introduced within a lesson to 2-3 per week.
- ○ ○ Separates highly similar words (e.g., was/saw).

Tally the number of elements with each rating. _____ ● _____ ○ _____ ○

III. Listening Comprehension and Vocabulary Development

The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard are the foundation of reading comprehension. Because many kindergarten children cannot yet read stories, it is imperative that they have frequent and rich opportunities to listen to and discuss stories and informational text that will extend their current understandings and vocabulary knowledge.

Listening Comprehension Instruction

- ○ ○ Models and systematically reviews critical comprehension skills
 - Literal Comprehension
 - Main Idea
 - Retelling
 - Summarization
- ○ ○ Eases into instruction, beginning with stories containing obvious elements and information before moving to more the complex text.
- ○ ○ Introduces stories where elements are explicit (e.g., setting is described specifically).
- ○ ○ Focuses on only a few important elements and introduces additional elements when the students can reliably identify those previously taught.
- ○ ○ Models and guides the students through stories, thinking out loud as the elements are being identified.
- ○ ○ Models multiple examples and provides extensive guided practice in listening-comprehension strategies.
- ○ ○ Inserts questions at strategic intervals to reduce the memory load for learners when introducing strategies in stories. (For example, have students retell the important events after each page rather than wait for the end of the story).
- ○ ○ Uses both narrative and expository text.

- ● ○ Provides plentiful opportunities to listen to and explore a variety of text forms and to engage in interactive discussion of the message and meanings of the text.
- ● ○ Uses elements of story grammar as a structure for recalling and retelling the story.

Tally the number of elements with each rating.

_____ ● _____ ● _____ ○

Summary of Kindergarten Ratings

Phonemic Awareness Instruction

_____ ● _____ ● _____ ○

Letter-Sound Association Instruction

_____ ● _____ ● _____ ○

Decoding Instruction

_____ ● _____ ● _____ ○

Irregular Words Instruction

_____ ● _____ ● _____ ○

Listening Comprehension Instruction

_____ ● _____ ● _____ ○

Critical Elements Analysis

First Grade

Phonemic Awareness Instruction

I. Phonemic Awareness

Phonemic Awareness is the ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components and does not involve print.

- ● ○ Analyzes words at the phoneme level (i.e., working with individual sounds within words).
- ● ○ Works with phonemes in all positions in words (initial, final, medial).
- ● ○ Progresses from identifying or distinguishing the position of sounds in words to producing the sound and adding, deleting, and changing selected sounds.
- ● ○ Allocates a significant amount of time to blending, segmenting, and manipulating tasks.
- ● ○ Works with increasingly longer words (three to four phonemes).
- ● ○ Expands beyond consonant-vowel-consonant words (e.g., *sun*) to more complex phonemic structures (consonant blends).
- ● ○ Incorporates letters into phonemic awareness activities.
- ● ○ Aligns the words used in phonemic awareness activities with those used in reading.

Tally the number of elements with each rating.

—●—●—○

Decoding and Word Recognition Instruction

- ● ○ Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words.
- ● ○ Models instruction at each of the fundamental stages (e.g., letter-sound correspondences blending, reading whole words).
- ● ○ Sequences words strategically to incorporate known letters or letter-sound combinations.
- ● ○ Provides initial practice in controlled connected text in which students can apply their newly learned skills successfully.
- ● ○ Includes repeated opportunities to read words in contexts in which students can apply their knowledge of letter-sound correspondences.
- ● ○ Uses decodable text based on specific phonics lessons in the early part of the first grade as an intervening step between explicit skill acquisition and the students' ability to read quality trade books. Decodable texts should contain the phonics elements and sight words that students have been taught. However, the text should be unfamiliar to students so that they are required to apply word-analysis skills and not simply reconstruct text they have memorized.
- ● ○ Begins instruction in word families and word patterns (i.e., reading orthographic units of text, such as *at*, *sat*, *rat*, *fat*) after students have learned the letter-sound correspondences in the unit.
- ● ○ Teaches students to process larger, highly represented patterns to increase fluency in word recognition.

Tally the number of elements with each rating.

_____ ● _____ ● _____ ○

Irregular Words Instruction

- ● ○ Selects words of high utility.
- ● ○ Controls the number of irregular words introduced so that the students will not be overwhelmed.
- ● ○ Strategically separates high-frequency words (e.g., *was*, *saw*, *them*, *they*, *there*), that are often confused by students.
- ● ○ Points out irregularities while focusing student attention on all letters in the word.

Tally the number of elements with each rating.

_____ ● _____ ● _____ ○

Passage Reading Instruction

- ● ○ Introduces passage reading soon after students can read a corpus of words accurately.
- ● ○ Contains only words comprised of letter-sounds and word types that have been introduced.
- ● ○ Contains only irregular words that have been previously taught.
- ● ○ Includes passages in which the majority of high frequency irregular words are from a list of commonly used words in English.
- ● ○ Uses initial stories/passages composed of a high percentage of regular words (minimum of 75-80% decodable words).
- ● ○ Contains a small number of low frequency irregular words.
- ● ○ Teaches explicit strategy to move from reading words in lists to reading words in sentences and passages.
- ● ○ Introduces fluency practice after students read words in passages accurately.
- ● ○ Builds toward a 60 word per minute fluency goal by end of grade.
- ● ○ Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency.

Tally the number of elements with each rating.

_____ ● _____ ● _____ ○

Reading Comprehension Instruction

- ● ○ The text for initial instruction in comprehension:
 - begins with linguistic units appropriate for the learner
 - uses familiar vocabulary
 - uses a topic with which the learner is familiar
 - uses simple syntactical structures
- ● ○ Ensures that students have a conceptual understanding of beginning, middle, and end.
- ● ○ Introduces text where the components of text are explicit (beginning, middle, and end being obvious).
- ● ○ Begins with short passages to reduce the memory load for learners.
- ● ○ Guides students through sample text in which teachers think out loud as they identify the components.
- ● ○ Has students discuss the elements orally and make comparisons with other stories.
- ● ○ Requires students to determine which strategy to use and why and provide extensive opportunities for students to read and apply the strategies throughout the year. For example, instruction designed to teach children to answer *who*, *what*, *when*, *where*, and *how* questions would consist of determining which type of question to ask first. *Who* and *what* questions are typically easier to answer than *when* and *where* questions. For *when* and *where* questions, instruction in how to identify the when and where in text may be necessary.
- ● ○ Uses both narrative and expository text.
- ● ○ Provides plentiful opportunities to listen to and explore a variety of text forms and to engage in interactive discussion of the messages and meanings of the text.
- ● ○ Uses elements of story grammar as a structure for recalling and retelling the story. Models retelling, using the setting, characters, and important events as the recall anchors. Provides picture cues to help students learn the essential elements.

Tally the number of elements with each rating.

____ ● ____ ● ____ ○

Summary of First Grade Ratings

Phonemic Awareness Instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decoding and Word Recognition Instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irregular Words Instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Passage Reading Instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Comprehension Instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Critical Elements Analysis

Second Grade

Decoding and Word Recognition Instruction

- ○ ○ Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text, and when students become proficient, in trade books.
- ○ ○ Avoids assuming that learners will automatically transfer skills from one word type to another. When introducing a new letter combination, prefix, or word ending, models each of the fundamental stages of blending the word and then reading the whole word.
- ○ ○ Separates auditorily and visually similar letter combinations in the instructional sequence (e.g., does not introduce both sounds for *oo* simultaneously; separates *ai*, *au*).
- ○ ○ Sequences words and sentences strategically to incorporate known phonics units (e.g., letter combinations, inflectional endings).
- ○ ○ Ensures that students know the sounds of the individual letters prior to introducing larger orthographic units (e.g., *ill*, *ap*, *ing*).
- ○ ○ Provides initial practice in controlled contexts in which students can apply newly learned skills successfully.
- ○ ○ Offers repeated opportunities for students to read words in contexts where they can apply their advanced phonics skills with a high level of success.
- ○ ○ Uses decodable texts, if needed, as an intervening step between explicit skill acquisition and the student's ability to read quality trade books.
- ○ ○ Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters onto print.
- ○ ○ Makes clear the connections between decoding (symbol to sound) and spelling (sound to symbol).
- ○ ○ Teaches explicit strategy to read multisyllabic words by using prefixes, suffixes, and known word parts.

Tally the number of elements with each rating.

_____●_____○_____○

Irregular Words Instruction

- ○ ○ Selects words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text.
- ○ ○ Sequences high-frequency irregular words to avoid potential confusion. For example, high-frequency words that are often confused by students should be strategically separated for initial instruction.
- ○ ○ Limits the number of sight words introduced at one time (five to seven new words).
- ○ ○ Preteaches the sight words prior to reading connected text.
- ○ ○ Provides a cumulative review of important high-frequency sight words as part of daily reading instruction (two to three minutes).

Tally the number of elements with each rating.

___ ● ___ ○

Vocabulary and Concept Instruction

- ○ ○ Provides direct instruction of specific concepts and vocabulary essential to understanding text.
- ○ ○ Incorporates exposure to a broad and diverse vocabulary through listening to and reading stories and informational texts.
- ○ ○ Provides repeated and multiple exposures to critical vocabulary.
- ○ ○ Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts.
- ○ ○ Reviews previously introduced words cumulatively.
- ○ ○ Teaches strategy for word meanings based on meaning of prefixes and suffixes.
- ○ ○ Introduces the prefix or suffix in isolation, indicating its meaning and then connecting it in words.
- ○ ○ Illustrates the prefix or suffix with multiple examples.
- ○ ○ Uses examples when the roots are familiar to students (e.g., *remake*, and *replay* as opposed to *record* and *recode*).
- ○ ○ Separates prefixes that appear similar in initial instructional sequences (e.g., *pre*, *pro*).

Tally the number of elements with each rating.

___ ● ___ ○

Passage Reading-Fluency Instruction

- ○ ○ Contains only words comprised of phonemic elements and word types that have been introduced.
- ○ ○ Contains only irregular words that have been previously taught.
- ○ ○ Selects majority of high frequency irregular words from list of commonly used words in English.
- ○ ○ Introduces fluency practice after students read words in passages accurately.
- ○ ○ Builds toward a 90 word-per-minute fluency goal by end of grade 2.
- ○ ○ Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency.

Tally the number of elements with each rating. ☒ ☐ ☐

Reading Comprehension Instruction

- ○ ○ Teaches conventions of informational text (e.g., titles, chapter heading) to locate important information.
- ○ ○ Teaches explicit strategy to interpret information from graphs, diagrams, and charts.
- ○ ○ Teaches the importance of reading in locating facts and details in narrative and informational text and recognizing cause-and-effect relationships.
- ○ ○ Organizes instruction in a coherent structure.
- ○ ○ Teaches information or strategies to increase a student's understanding of what is read.
- ○ ○ Teaches skill or strategy explicitly with the aid of carefully designed examples and practice.
- ○ ○ Continues skill of strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy.
- ○ ○ Connects previously taught skills and strategies with new context and text.
- ○ ○ Cumulatively builds a repertoire of skills and strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year.
- ○ ○ Teaches analyzing elements of narrative text and comparing and contrasting elements within and among texts.
- ○ ○ Uses story grammar structure as a tool for promoting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus.

Tally the number of elements with each rating. ☒ ☐ ☐

Summary of Second Grade Ratings

Decoding and Word Recognition Instruction _____ ● _____ ◐ _____ ○

Irregular Word Instruction _____ ● _____ ◐ _____ ○

Vocabulary and Concept Instruction _____ ● _____ ◐ _____ ○

Passage Reading-Fluency Instruction _____ ● _____ ◐ _____ ○

Reading Comprehension Instruction _____ ● _____ ◐ _____ ○

Critical Elements Analysis

Third Grade

Decoding and Word Recognition Instruction

- ○ ○ Separates word parts that are highly similar (e.g., *ight*, and *aight*).
- ○ ○ Introduces word parts that occur with high frequency over those that occur in only a few words.
- ○ ○ Teaches the word parts first and then incorporates words into sentences and connected text.
- ○ ○ Emphasizes reading harder and bigger words (i.e., multisyllabic words) and reading all words more fluently.
- ○ ○ Extends instruction to orthographically larger and more complex units (e.g., *ight*, *aught*, *own*).
- ○ ○ Teaches strategies to decode multisyllabic words using the structural features of such word parts as affixes (e.g., *pre-*, *mis-*, *-tion*) to aid in word recognition.
- ○ ○ Provides explicit explanations, including modeling, “Think-alouds,” guided practice, and the gradual transfer of responsibility to students.
- ○ ○ Relys on examples more than abstract rules. (Begin with familiar words. Show “nonexamples.” Use word parts rather than have students search for little words within a word. *Examples*: depart, report).
- ○ ○ Makes clear the limitations of stuctural analysis.
- ○ ○ Uses extended text in opportunities for application.

Tally the number of elements with each rating. ____● ____○ ____○

Vocabulary and Concept Instruction

- ● ○ Teaches dictionary usage explicitly with grade-appropriate dictionaries that allow students to access and understand the meaning of an unknown word. Uses words in context and that are encountered frequently.
- ● ○ Uses context to gain the meaning of an unfamiliar word. Context includes the words surrounding the unfamiliar word that provide information to its meaning. Because not all contexts are created equal, however, initial instruction must be designed carefully to enable learners to acquire this important vocabulary strategy.
- ● ○ Extends the understanding of concepts and vocabulary of the English language through (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict the meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words.
- ● ○ Emphasizes direct instruction in specific concepts and vocabulary essential to understanding text and exposure to a broad and diverse vocabulary through listening to and reading stories.

Tally the number of elements with each rating. _____● _____● _____○

Passage Reading-Fluency Instruction

- ● ○ Contains only words comprised of phonic elements and word types that have been introduced.
- ● ○ Contains only irregular words that have been previously taught.
- ● ○ Selects majority of high frequency irregular words from list of commonly used words in English.
- ● ○ Introduces fluency practice after students read words in passages accurately.
- ● ○ Builds toward a 120 word-per-minute fluency goal by end of grade3.
- ● ○ Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency.

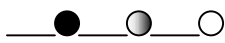
Tally the number of elements with each rating. _____● _____● _____○

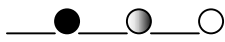
Reading Comprehension Instruction

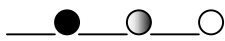
- ○ ○ Explicitly teaches comprehension strategies.
- ○ ○ Provides a range of examples for initial teaching and practice.
- ○ ○ Provides independent practice activities that parallel requirements of instruction.
- ○ ○ Begins with linguistic units appropriate to the learner; for example, uses pictures and a set of individual sentences before presenting paragraph or passage-level text to help students learn the concept of main idea.
- ○ ○ Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order.
- ○ ○ Uses familiar vocabulary and passages at appropriate readability levels for learners.
- ○ ○ Uses familiar topics during initial teaching.
- ○ ○ Uses familiar, simple syntactical structures and sentence types.
- ○ ○ Progresses to more complex structures in which main ideas are not explicit and passages are longer.
- ○ ○ Teaches skill or strategy explicitly with the aid of carefully designed examples and practice.
- ○ ○ Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy.
- ○ ○ Connects previously taught skills and strategies with new content and text.
- ○ ○ Cumulatively builds a repertoire of skills and strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year.

Tally the number of elements with each rating. ____● ____○ ____○

Summary of Third Grade Ratings

Decoding and Word Recognition Instruction 

Vocabulary and Concept Instruction 

Passage Reading-Fluency Instruction 

Reading Comprehension Instruction 

Critical Elements Analysis—All Grades

Assessment

Program Assessment Components

- ● ○ Include assessment items for each major reading skill/strategy that can be used to determine what students need to learn and what teachers need to teach.
- ● ○ Provide indicators of critical skills and strategies to identify students at risk of difficulty and in need of specialized instruction.
- ● ○ Allow teachers to determine the effectiveness of their instruction by:
 - conducting assessments at strategic point of instruction (entry monitoring of progress and summative).
 - monitor student progress at the end of each unit of instruction.
- ● ○ Link closely the instruction and curriculum activities to school-, district-, and state standards.

Tally the number of elements with each rating. ____● ____● ____○

Critical Elements Analysis—All Grades

Instructional Programs and Materials

Materials and Programs

- ○ ○ Prioritize essential skills and strategies.
- ○ ○ Sequence skills and strategies in a logical, coherent manner.
- ○ ○ Demonstrate and build the relationship between fundamental skills leading to higher order skills.
- ○ ○ Address or reinforce content area standards in mathematics, science, and history-social science.
- ○ ○ Focus on activities that relate directly to the learning objectives.
- ○ ○ Provide specific suggestions for learners with special needs.

Tally the number of elements with each rating. ____ ● ____ ○ ____ ○

Critical Elements Analysis—All Grades

Differentiated Instruction

Instructional Materials

- ○ ○ Provide a range within the instructional materials which allows flexibility to start students at different entry points in the materials depending on student performance.
- ○ ○ Suggest appropriate grouping based on students' performance.
- ○ ○ Recommend and accommodate flexible groupings to maximize student performance.

Tally the number of elements with each rating. ____● ____○ ____○

Learners with Special Needs

- ○ ○ Present comprehensive guidance for teachers in providing effective, efficient instruction for students with special needs.
- ○ ○ Provide explicit and systematic instruction and practice materials to accelerate reading achievement for students who are reading significantly below grade level.

Tally the number of elements with each rating. ____● ____○ ____○

Advanced Learners

- ○ ○ Includes enrichment and acceleration options for advanced students who demonstrate mastery of information.
- ○ ○ Provides suggestions to help students study a particular theme or concept in greater depth or perspective.

Tally the number of elements with each rating. ____● ____○ ____○

Sample Job Description for the READING FIRST LITERACY COACH Position:

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide leadership and support for K-3 classroom teachers and K-12 special education teachers
- Foster a climate of learning and support among teachers
- Effectively focus group dialogue, cultivate individual and group resources, and effect attitudes and performance toward best practice
- Model effective instructional strategies and assessment techniques
- Coach teachers in implementing effective evidence-based instructional strategies in classrooms
- Plan and consult with teachers
- Document progress of teachers and students through careful data collection
- Attend regular meetings of Reading First Literacy Coaches at the regional level
- Other duties as assigned

PREFERRED QUALIFICATIONS:

- Masters Degree or Endorsement in Reading and/or Masters Degree or Endorsement in Early Childhood
- Minimum of 3 years of successful teaching experience in grades K, 1, 2 and/or 3
- Documented experience in working with adults as learners
- Effective listening and mentoring abilities
- Knowledge of current theory and practice in the field of literacy and related instructional and assessment strategies

TRAINING REQUIREMENTS:

- Language Essentials for Teachers of Reading and Spelling (LETRS) Training—June 2003, August 2003
- Salary commensurate with current LEA Master Agreement

DEADLINE FOR APPLICATION: Until filled

Interested candidates should contact: